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ABSTRACT

The supplement, a product of an elementary school district career education workshop, has been designed to assist the classroom teacher in integrating career education into the social studies curriculum. Focus is on eight future-oriented elements or themes that promote developmental growth, interaction, and decision-making skills: career awareness, self-awareness, appreciations/attitudes, decision-making skills, economic awareness, skill awareness and beginning competency, employability skills, and educational awareness. An analysis of the eight career education themes includes: (1) knowledge children might need, (2) related feelings and values, and (3) related experiences. Numerous suggestions are included for teaching the various career education themes. A section on instructional materials describes materials available at the local district instructional material center as well as other related materials. More than three-fourths of the document consists of various teaching units designed for primary, intermediate, junior high school, and special education classes. Individual units provide: a career goal statement, unit description, teacher and pupil activities, resources, and evaluation. (EA)

CAREER FOCUS IN SOCIAL STUDIES

SUPPLEMENT

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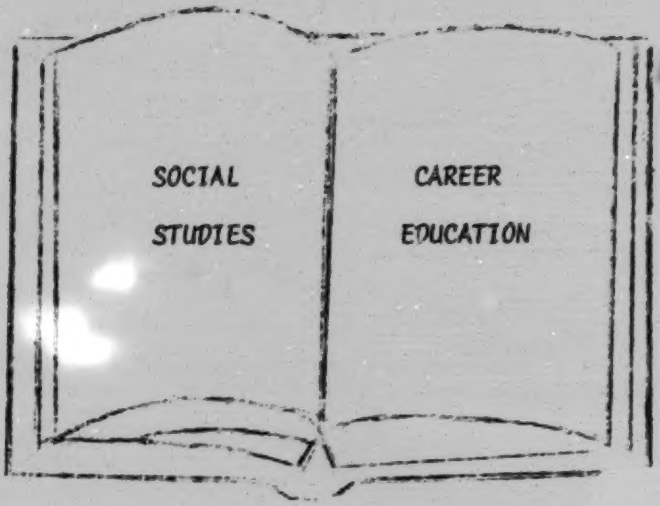
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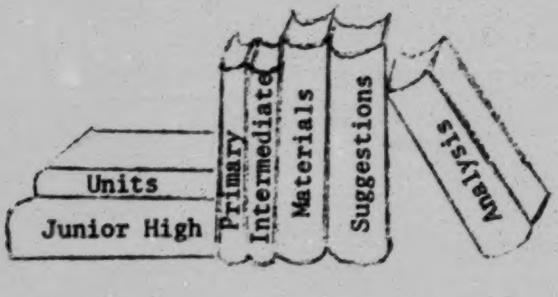
Units
Junior High
Primary
Intermediate
Materials
Suggestions
Analysis

CE 002 096

CARTWRIGHT DISTRICT
PHOENIX, ARIZONA

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AN INTRODUCTION TO CAREER EDUCATION

THE PURPOSE OF CAREER EDUCATION

Career Education is future-focused to provide a different emphasis on the present. This educational program is specifically designed to make available to learners a large variety of life alternatives from which to choose, assisting them in gaining skills to make effective personal choices and providing a school and community environment that is a laboratory in which these skills and the consequences of these choices may be tested. Career education seeks to make "school" a place where each child will be helped to find a place in the "real-world".

The Career Education program assumes teachers are still the group most concerned about schools and "schooling" and by virtue of their training and commitment are best able to adapt and adopt this approach into experiences that are highly valued by our learners. It is only by and through the classroom teacher that Career Education will become a reality.

THE SCOPE OF CAREER EDUCATION

Career Education focuses on eight distinct elements (themes), each specifically designed to promote the growth and development, interaction, and decision-making skills of children and youth as related to their future success in society. The elements include:

1. Career Awareness
2. Self Awareness
3. Appreciations/Attitudes
4. Decision-making Skills
5. Economic Awareness
6. Skill Awareness and Beginning Competency
7. Employability Skills
8. Educational Awareness

Each learner should have direct experience with each element at every grade level in every subject area.

This workshop began and ended with the belief that Career Education goals can become an integral part of the curriculum. It is our hope that this book will be of assistance to those who share this belief.

PUTTING A CAREER FOCUS INTO THE CURRICULUM

Every teacher is looking for ways to make learnings "meaningful" or "relevant" to the student and to life itself. One of the most immediate and evident ways of giving "meaning" or "relevance" to such learnings can be shown to be necessary or useful for real life, real activities, real work.

There are a number of ways of looking at how career education can be included in the curriculum. One approach is to devote special time, special units, etc. to careers as an area of investigation - "Career Days", etc. Another approach is to highlight the career relevance of the knowledge, skills, and attitudes being learned in the present curriculum.

Within any given subject area there are almost limitless possibilities for inclusion of activities which emphasize the career/life relevancies of the subject. Here are some suggestions using Social Studies as an example:

EXPLORING CAREERS BASED IN THE SUBJECT AREA:

I. The Social Studies, themselves, represent many careers or occupations, people who make social science their lives; the socilogist, anthropologist, urban planner, political scientist, geographer, economist, psychologist, social worker, historian, etc. Help the children learn about such people, what they do, why they do it, how social studies learnings help them.

II. Teach ideas and skills so the children discover how they can be used. If one were to take only one area of the social studies: geography, and only one type of skill learned in that area, map skills, in how many potential career/life situations might these skills be "necessary" and "relevant". Who might need to read one kind of map, a road map? Truck driver, moving men, city planners, mailmen, policemen, delivery men, paper boys, canvassers, firemen, gas station attendants, etc.

The "relevance" is there. What is needed is to plan activities which point up this relevance, when and where road-map-reading skills are being taught. Any teacher can easily focus any concept or skill which he/she is teaching toward life/career relevance. What is needed is simply to ask "the magic question"; Who in the world might need (really need) to know this idea or skill we are in the process of learnings. Then materials and activities can be planned in advance.

USING TEXTBOOK EXAMPLES:

III. Textbooks often present examples of people working so it is easy to explore career implications when this occurs. All the teacher has to do is to ask questions such as:

What work is performed?
What does the worker do?
How does he do it?
Why does he do it?
What physical demands are there?
What are the working conditions?
What interests should a person have if he is to
 to enjoy this job?
How much training is needed?

LANGUAGE ARTS:

IV. Although this project primarily involved teachers of social studies, there were several teachers who taught language arts, science or other areas, as well. These teachers quickly discovered that the same basic career education plan applied equally to other subject areas.

1. There were career/life activities which someone might prepare directly related to the subject area.
2. There were concepts and skills being taught in this subject area which could be taught in a career/life relevant way.

(You will note that several of the completed model units relate not only to careers and social studies but science, or health, or language arts, or art, etc.)

It is difficult to think of any life/career situation which does not utilize learnings from the language arts, (which does not involve some form of communication). As such skills are learned you can help the children realize how and why these skills are needed by people in different life/career situations.

Some people's careers may depend almost entirely on their language arts (communication) skills. Yet even among these "professional" the kind of skills used may vary. In writing, for example, a good technical writer used quite a different style than a good poet...a good "fact reporter" writes differently (communicates differently) than an advertiser or advocate. A good secretary may not need to be a "creative" writer, but will need a good knowledge of "form"...A doctor's handwriting may be "exceedingly individualistic", but his content accuracy had better be precise. Someone taking notes may be more concerned with maintaining critical observations or ideas, then with the proper form of writing (at the moment in any case). By exploring how writing is used in various situations and occupations, the children can learn that different skills and abilities are needed, in different life/career situations.

OUR ANALYSIS OF THE 8 CAREER EDUCATION THEMES

Including:

1. Things we thought children might need to know.
2. Feelings and values related to each theme.
3. Experiences children might need to have related to that theme.

THEME TWO: SELF

KNOWING	FEELINGS/VALUES	ACTION/EXPERIENCE
What kind of a person am I?	To build a feeling of self worth.	Opportunities to test/try out a variety of physical, mental and emotional characteristics.
Knowledge of strengths/weaknesses? (Physically, mentally, emotionally)	To build feelings of acceptance of the strengths and weaknesses of self and others.	Experiences with both successes and failures/strengths and weaknesses.
Knowledge of personality characteristics? (Likes/dislikes?)	Feeling that what I am/can be matters to self and others.	Practice at self-evaluation and self-improvement.
Life-Importance of personal characteristics:	Feeling that one can do something of value in this world.	Opportunities to meet/observe "self-image" models.
a certain age a girl/a boy smart/dumb patient/impatient a city kid/a country kid a whiz in math/can't add 2+2	Feel that one can do something about one's self (or at least about many of one's own characteristics).	Opportunity to begin developing a valid positive "sense of self".

THEME THREE: ATTITUDES AND VALUES

KNOWING	FEELING/VALUES	ACTION/EXPERIENCE
Our society (every society) defines certain attitudes and values about life, work, roles and behaviors, etc.	To appreciate the importance of attitudes and values (personally and socially).	Opportunities to experience or observe how attitudes and values affect various life/career situations.
Why these attitudes and values are "values".	To respect the right of others to hold differing attitudes and values.	Opportunities to explore and apply one's own attitudes and values and discover the consequences.
Individuals, groups, etc. may hold different attitudes and values.	To feel that one has a right and a place in this world to hold their own attitudes and values.	Opportunities to observe others applying different attitudes and values - discovering the consequences.
Different attitudes and values may compete or conflict.	To know one's own attitudes and values. To value one's own values.	Experiences in situations where one's own attitudes or values are in conflict with others.
An individual's own attitudes values may compete or conflict.	To "reflect" on one's own attitudes and values.	Experiences in situations where people with different attitudes and values must interact.
Some social attitudes or values may change (as attitudes regarding woman's role).	To feel capable of formulating and evaluating one's own set of attitudes and values.	Experiences in which attempts are made to influence or change people's attitudes or values.
People try to influence other people's attitudes and values.	To feel capable of resisting undesired manipulation of one's attitudes and values.	Opportunity to explore what behaviors are consistent with attitudes and values.
One's own attitudes and values may change over time.	To feel that it is possible to something about one's own attitudes and values.	
People may or may not behave consistently with their attitudes and values.		

THEME FOUR: DECISION MAKING

KNOWING

People must make decisions in life/career situations

That decisons have consequences.

That different situations call for different kinds of decision making:
- life and death/trivial
- instant/thoughtful
- individual/group
- temporary/permanent

That some people make more decisions than others (more decisions of certain kinds).

That many decisions are difficult and complex.

That everyone makes some "wrong decisions" sometimes.
That decisions made by others can affect us.
That some decisions must be made by those best qualified to make them.
That there are many people, agencies, etc. that can help people make decisions.

FEELINGS/VALUES

Feeling that decisions are necessary/important.

Appreciation of the difficulties and responsibilities of decision-making carried by others.

Confidence in one's ability to make necessary decisions.

Confidence in one's ability to evaluate decisions:
- good/bad
- better/worse

Confidence in one's own decisions (i.e. ability to live one's decisions -- reduction of undue anxiety. "Rethinking" etc.

Increased willingness to seek appropriate aid or counsel if and when necessary.

ACTION/EXPERIENCE

Opportunities to make different kinds of decisions under different conditions and experience the consequences.

Opportunities to observe various people in different decision-making capacities.

Opportunities to evaluate decisions (own and others).

Opportunities to experience/observe individuals, agencies, etc. that can assist with some kinds of decision-making.

THEME FIVE: ECONOMICS
PERSONAL ECONOMICS

KNOWING	FEELINGS/VALUES	ACTION/EXPERIENCES
Basic Personal economics:		
a. A living income for a family. b. Acquire and protect budget income.	A feeling of responsibility to manage one's affairs.	Opportunities to budget and plan effectively.
c. Protections for income, illness, old age, unemployment, etc.	A feeling of competence to manage one's own affairs.	Opportunities to protect "consumer skills".
d. Consumer "know how" is needed. e. All about social security, pensions, savings, etc.	A feeling for the importance of long range as well as short range planning.	Experiences with forms/contracts, etc.
f. All about banks, credit union, loan office, welfare office, etc.	A feeling of hope that there are aid and support if needed.	Experiences with social/community agencies and institutions.

THEME FIVE: ECONOMICS
ECONOMIC WORLD

KNOWING	FEELINGS/VALUES	ACTION/EXPERIENCES
Kinds of economic systems. Kinds of system we live in. a. Labor management relations b. The growth of technology vs. human labor. c. U.S. markets vs. foreign markets. d. Inflation vs. depression e. The effects of one sector of the economy on another (military spending vs. domestic spending). f. The limit of the world's resources (our own resources). g. The political aspects of economics (What work will be) h. The social aspects of economics (status, class, race, etc.). i. The psychological aspects of economics (advertising, etc.) j. Other influences that might determine whether you can make a living or not.	A feeling of confidence to protect oneself against exploitation. Appreciation of the complexity of modern economic systems. A feeling of concern for the effects of a given economic decision on other dimensions of the economy and life in general. A concern for or willingness to be informed and aware of economic trends. Confidence in one's ability to understand "what's going on and why". Increased appreciation of citizen responsibility (to use vote wisely and participate in interest groups, etc.).	Opportunities to explore all aspects of modern businesses. Opportunities to analyze current events related to economic decision-making, economic trends.

THEME SIX: SKILLS (TASK RELATE)

KNOWING

Kinds of skills needed to perform given tasks.

There are many different kinds of skills/combinations of skills needed in the world of work.

To know that there are different levels,of skills (from beginner to expert).

To know that each individual differs in their unique combination of skills and abilities.

To know that skills are learned and how they can be learned.

To know that there is usually more than one way that a given skill or ability can be utilized.

To know that certain skills and abilities may be more needed/valued by society at a given time than others.

To know that skills must be upgraded and may need to be relearned.

To know that in most occupations people with different skills and abilities must interact and cooperate.

FEELINGS/VALUES

To value and respect the skills/talents of others.

To feel self-confidence/self-respect based on the belief in one's own skills and abilities.

To feel security or belonging based on the belief that one's skills/talents are needed and useful

To appreciate the necessity of learning, practicing, relearning, and willingness to practice and to perfect skills to the necessary level.

ACTION/EXPERIENCE

Opportunities to experience, develop and practice a variety of skills and abilities (mental, physical, artistic, etc.)

Opportunities to observe a variety of ways in which skills might actually be used in real life situations/careers.

Opportunities to use various skills and abilities in real life situations (or simulate life situations).

Opportunities to evaluate one's own skills/abilities and relate them to possible occupations.

Opportunities to observe others learning and relearning skills in a variety of ways (on the job training, "special schools", skills in upgrading situations).

Opportunities to observe the specialization and interdependency which characterizes most modern work.

THEME SEVEN: EMPLOYABILITY SKILLS SOCIAL AND INTERACTINAL CONSIDERATIONS

KNOWING	FEELINGS/VALUES	ACTION/EXPERIENCE
How to apply for a job-the "right job, and to advance in a job.	To have confidence in one's ability to behave appropriately.	Opportunities to experience, observe and practice various roles.
To know what kinds of appearance, behavior, and attitudes will be expected of you in different situ-	To show consideration for others in a group.	Analyzing the appearence, attitudes and behaviors of that role.
To know that different "roles" situations require different behavior and attitudes.	To appreciate the importance of appropriate behavior.	Opportunities to experience and practice interation from different positions (as the boss/as the worker/as the customer/as the saleman, etc.)
To know the importance of appropriate "role behavior" and of "positive interaction" with others.	To be willing to learn to modify or change one's behavior when necessary.	
To know how to act/react in "problem situations.	To have self acceptance - valuing the roles and interactional skills at which one is best.	Opportunities to know of/ visit training programs for occupations.
To know how to adjust to a changed role or situation.	To show tolerance and understanding of the roles and interactional skills of others.	Experiences with different kinds of interaction in groups, with many different kinds of people, situations, etc.
To know that different people are more capable (successful/happy) in certain roles and kinds of interactions than in others.	To appreciate the importance of positive interaction.	Opportunities to do some "problem solving" in real simulated situations.

THEME EIGHT: EDUCATION

KNOWING	FEELINGS/VALUES	ACTION/EXPERIENCE
Learning is an essential part of one's life/career.	Appreciate the value and importance of education.	Opportunities to use what is being learned in real life/life-like situations.
What is being learned in school may be useful in the future.	Believe in the relevance of the knowledge and skills being learned.	Opportunities to observe such skills and abilities being used by real people in real life.
Adequate education is necessary for life/career preparation.	Appreciate the importance of wise choices.	Opportunities to explore what kinds/levels of education are needed to do different jobs.
Different occupations require different kinds/levels of education.	Desire to succeed in "formal education".	Opportunities to visit educational and learning situations other than "formal schools".
There are many educational alternatives and choices available.		Chances to meet and talk with people who "made it" dispite school difficulties.
The importance of making wise choices.		Opportunities to evaluate one's own abilities, interests and educational goals.
Education should be an on-going (lifetime) process.		Opportunities to know where/how such education can be gotten.
Success in "formal education" is helpful in many life/career situations (vital to others).		
Failure in "formal education" may make things difficult but is not the end of the road.		

Suggestions for Teaching Career Education Themes

Careers:

1. Talk with parents about their jobs - make pictures of parents' work.
2. Invite parents to visit class and talk about/demonstrate their work.
3. Visit parents on the job.
4. Find pictures of a variety of jobs in the community for a bulletin board, use the yellow pages, ads, etc. to explore kinds of work.
5. Interview workers in unfamiliar jobs (Ones the children don't know about.). Use books, and other materials to learn more about these jobs.
6. Find "success" models for children with self-image problems. (Pictures, interviews, visitors, minority groups, women, handicapped, etc.)
7. Explore careers that need widely different people to fill them: Help the children realize that there are jobs for people with all different kinds of characteristics.
8. Plan a "job of the day" or a "job of the week".
9. Plan a "boys' nations" - type day when children can accompany professionals through their day.
10. Simulate a given career in the classroom (play store, mock court, etc.).
11. Plan a model city or community: Have the children identify the work needed.
12. Do 3/D models or a big bulletin board: Let the children investigate one job. Perhaps, role play that person in a "community meeting".
13. Plan field trips to businesses, industries, work-sites.
14. Show films, filmstrips about various jobs.
15. Help children learn the different jobs done in different places (different communities, regions of the country, places in the world). Use maps, visuals, write to Chambers of Commerce, etc.
16. Help children realize that the nature of work changes over time (compare jobs in the past, to jobs in the present - what will future work be like?) Use history books, museums, films make up imaginary "job of the future".
17. Make comparative community models - farm town, fishing village, mining town, resort town, industrial town, etc. which jobs or services might be found in all? Which unique to that kind of community?
18. Plan a "turnback the clock day" in which the children prepare to do some jobs in the manner of the past (dipping candles, churning butter, etc. See how many "new-fangled contraptions" can be done away with temporarily).
19. To help the children realize people's life/career interdependence, have them record all the people whose activities influenced them in just one day of their lives: Let them evaluate how they would have been affected if none of the people had been there.

Suggestions for Teaching Career Education Themes

Economics (Principles)

1. As you explore different Careers, help the children learn the economic rewards of that kind of work. Compare different kinds of work on economic criteria.
2. Explore with the children some of the reasons why different kinds of work receive different economic rewards.
3. Explore with the children the economic importance of location. Build a model industrial site using as many economic principles as possible.
4. Explore the stock market by allowing $1000. expense account for market buying. Require a record kept of net profit and loss.
5. Explore through slides and film how economic differences affect modes of living.
6. Explore with children how supply and demand affects the cost of goods. Compare "name brands" with lesser known brands.
7. Explore the institution of credit - (credit cards, credit union, banking and loan offices) Field trips and guest speakers from various firms.
8. Explore U.S. markets versus foreign markets. Panel discussion.
9. Explore Swiss Banking System with emphasis on the World Bank. Letters requesting information sent to Geneva and World Bank - compare.
10. Explore the Federal Reserve System of banking - its history and how the system works and the why of the system. Guest speaker, films, and booklet.
    Valley Bank has a good film library.

Suggestions for Teaching Career Education Themes

Economics (Personal)

1. As the children explore different jobs, help them realize that career decisions will affect their personal economic future, and some of the implications: standard of living, etc.
2. Take advertising flier from grocery store and "buy" from flier, a week's groceries and total cost. Work 2 fliers from different stores to compare totals. Plan a balanced meal from a flier and figure cost.
3. Class adopt foster child. They must raise money for project. Investigate types of charity organizations and how they budget their operational money. Discuss why people in these countries can't support their children.
4. Give class an imaginary salary of money and work out a family budget to live on for a month.
5. Plan imaginary trip to Europe and investigate costs of travel, food, lodging, etc.
6. Establish classroom currency. Institute ways of earning currency, of banking currency and spending it (white elephant sales).
7. Classroom savings account in local bank. Field trip to bank to establish account. Money to come from class club dues and money making projects.
8. Investigate costs of operating an automobile.
9. Children keep list of costs for living daily.
10. Take average annual salary and explore with class what necessities, conveniences, luxuries may be purchased. Proceed to decrease salary by steps to welfare income. Discuss what must be eliminated from budget.

Suggestion for Teaching Career Education Themes

Education

1. As you explore different careers, help the children learn the amount and kind of education needed to do that kind of work.
2. As you explore different careers, help the children discover where and how one might acquire the kind of education needed for that job: technical schools, apprentice, on-the-job, higher education, etc.
3. As you explore different careers, help the children discover what they already know and what they would like to know.
4. As you explore different careers, help the children become aware of the need for retraining due to technological advances.
5. Inform the students of scholarships available and the various agencies that offer assistance to students who would be unable to finance the education required of their career shoice.
6. Acquaint the children with inspiring lives of people who have achieved fame and success in their careers despite multiple physical handicaps.
7. Portrayal of the above mentioned concepts by the children through creative dramatics.
8. Child-made bulletion board relating to preparation for life careers.
9. Interview people from the world of work to determine educational requirements needed for their respected field.
10. Collect brochures, pamphlets, bulletins and other pertinent materials relating to preparation requirements from universities, building trade unions, medical auxiliary services, federal and local government agencies, etc.

Suggestions for Teaching Career Education Themes

Skills

1. As you explore different careers, help the children identify the kind of skills necessary to do that kind of work.
2. As you explore different careers, help the children consider whether the necessary skill can be learned (or is it a special talent) if it can be learned - how - where - how difficult, etc.
3. Skills needed in classroom - draw pictures to put on bulletion board.
4. Looking at different careers, help the children understand that there are different levels of ability for skills.
5. Have various items as workbench, car motor, old clocks, etc., in the classroom for children to work on. Discuss why some are more apt at one than other.
6. Speakers come in and demonstrate skills. Also, discuss training courses.
7. Field trip to observe various skills being used during their work.
8. Practical experience involving communication arts by writing a newspaper, producing a television program, etc.
9. Have several mothers demonstrate and help the children learn different household skills - many short cuts and time - saving tricks can be learned this way -- Boys and girls.
10. Participate in some aspect of mass production -- such as Junior Achievement.

Suggestions for Teaching Career Education Themes

Decision-Making

1. As you explore different careers, keep the children learning how workers decided to go into this line of work.
2. As you explore different careers, help the children learn what kinds of decisions must be made by the person doing this kind of work. Compare the kinds of decisions made in different kinds and levels of work.
3. Class making decision on correct behavior when occasion arrives (a la Glasser).
4. Unfinished stories for decision.
5. On the spot interviewing with microphone and taping-opinion poll on news issue, etc.
6. Teacher made film, children role-play correct and incorrect ways to pass to recess. After viewing themselves pushing and running, draw group decision on advantages of correct way.
7. Use district guidance films that require decisions such as: The White Envelope, The Clubhouse.
8. Father is offered a promotion to another locality. What family decisions would have to be made? Dramatize a family group.
9. Allow the children to plan their own party making decisions concerning all aspects, i.e., refreshments, cost of Christmas gifts, etc.
10. Take field trip to city planning division to observe decision-making in process.

Suggestions for Teaching Career Education Themes

Self-Awareness

1. As you explore different careers and life activities, encourage the children to analyze their own feelings about that work. Would they like/dislike it?
2. Provide the children with opportunities to evaluate themselves on their work in class: performance ability, etc. Encourage them to pursue areas of interest and ability.
3. Ask children to describe their personal characteristics that would be valuable in any career where you work with others.
4. Investigate with the class the cost of raising a child so that he may develop an awareness of his value to the family unit and his responsibility to that unit.
5. Utilize principle of role play in the form of a shadow screen or puppetry involving the elements of various careers to develop an awareness of likes and dislikes for certain careers.
6. Bulletin board showing desirable and undesirable qualities of friendship developing into self-analysis.
7. Humorous socio-gram: Who would you want to be locked in a closet with? Who would you want to have with you if you were fighting lions? Etc.
8. Stories involving discrimination entitled, "What Would Happen If - My Hair Turned Green", etc.
9. Look in a mirror and draw yourself.
10. Make masks. What mask would I wear when Happy, Sad, or Angry? etc.

Suggestions for Teaching Career Education Themes

Attitudes and Values

1. As you explore different careers, help the children learn how those in the job feel about their work and why.
2. As you explore different careers, help the children explore the value of the job according to different criteria: economic, rewards, social value, personal rewards, etc.
3. Role playing in order to help the children see that certain attitudes are more conducive to success.
4. Class meetings according to Glasser. The teacher stimulates the ideas but does not interfere with the discussion.
5. Taking situations that happen in the classroom and using them as a jumping off place for a discussion on attitudes and values.
6. To determine the effect of prejudice or personal attitudes and values require that "light eyes" assume the role of social outcasts for 1 week. Reverse roles the following week.
7. Explore attitudes and values through informal round table discussions or current classroom happenings - counselor may moderate.
8. Have a "Man on the Street" interview stressing attitudes and values on current problems.
9. Teaching the importance of each person's contribution to a completed task: Use 50 piece jig-saw puzzle - Remove 5 and substitute 5 odd pieces - In a 30 minute time limit piece puzzle. Discuss results.
10. Pass out slips of paper with role they are to play. Examples: nagger, nasty disposition, do-nothing, bossy, malicious gossip, fast-workers, slow workers, disorganized workers, etc.

    Group is then to be given a particular task to perform such as a mural. The people are then to assume the role of the person on the slip that they drew. Afterwards discuss effect of each individual on group.

Suggestions for Teaching Career Education Themes

Employability

1. As you explore different careers, help the children learn what is expected of a person that is in this kind of work. What kind of person would the "employer" want to hire?
2. As the children explore different careers, ask them what characteristics they would want in a person in that job, if they were "buying" or the "customer". What characteristics would they really not want?
3. Role playing going for job interviews - what kinds of behaviors would be expected?
4. Posters (cartoons or other) showing expected or unexpected behavior during job interviews.
5. Personnel manager speak to class. What type behavior does he expect from prospective employee.
6. Going to school is a job - what type of behavior is expected from this job or any job that is not paid - housewife, volunteer, etc.
7. Make class prophecies - match personalities in class with different types of careers.
8. Role playing -- children exchange roles as employer and employee using a variety of careers.
9. Write job resume in answer to newspaper ad for a job.
10. List all bad things to do so that nobody in the world would hire you!

Suggestions for Teaching Career Education Themes

Valuable "Unpaid Activities":

How to Teach as Part of Career Education -

1. By researching Who's Who to find what very successful people in various careers do wtih their time that is not spent on the job. Then using this in class to investigate the "other side" of careers.
2. Also have guests come to the class from Civitans, Big Brother, Boy Scouts, Lyons Club, and others. Or invite successful hobbiest to the class i.e., fishermen, hunter, model rocket or airplane hobbiests.
3. As we study a unit and bring in resource people: then relate these people's personal involvement in community affairs and stress how it is rewarding to them.
4. When studying the home life in health, ask, "What activities of this kind are parents involved in?"
5. Teach by example. Show the children what you do in the community for which you do not get paid. You might be a scoutmaster or den mother. Show the children how this adds to the total worth of the community and self system.
6. Certain organizations have literature available that will help children see that there are other things that need to be done outside of a career. The National Wildlife Federation, Population Zero, and the Sierra Club are organizations that are involved and may help children to see that there are other things to be involved in.
7. Firefighter: Ask volunteers with the Phoenix Fire Department to speak from personal experience on fire fighting/personnel from the Phoenix Fire Dept. to demonstrate fire fighting gear and show slides of Phoenix fires. Also available are films of area fires. (See Mr. Crawford)
8. "Big Brothers", Reserve Police and Firemen - Invite speakers to come to class to tell satisfactions of volunteer work or tell how their "career" meshed with or was relieved by the volunteer work.
9. Teaching Sunday School or Church Class - Teaches: Interaction with other ages - leadership. Give child chance to be "teacher" to small group, also helper in lower grade.
10. Church or Community - related sports: (playing or coaching) Teaches: Physical fitness - leadership. Child leads group in physical activities, dance or game. "Follow the Leader", invite recreational leader/especially volunteers to talk with class about these activities.
11. Den Mother or Scout Leader - Teaches: The young, crafts and hobbies responsibilities - Classroom ways to teach this - Child shows younger or slower child how to make something, child tells what scout pledge means, demonstrates scouting skill, displays things made at Scouts, etc.
12. You might encourage the children to join community groups which are appropriate for his/her age: Scouts, Campfire, Little League, etc.

Suggestions for Teaching Career Education Themes

Leisure Time Activities in Teaching Career Education

1. Develop individual or small activities during P. E. such as ping pong, modern dance, gymnastics, fencing, baton, cheer leading.
2. Provide a free period so that each child may pursue some activity of choice. During a free period have a school club time for coin collecting, gardening, knitting, sewing, antique cars, painting, photography, creative writing, film projector club, racing cars and teacher aides.
3. Explore parents' crafts (taught by mothers - such as sewing, crocheting, art craft with bottles, candle making).
4. Involve the children in activities such as: collecting stamps for Kidney Foundation, making bean bags for children's homes, buying something for the school, bringing gifts, made gifts - send boxes to Indian children, exchange day with Indian School, choose an unfortunate family and bring toys, clothes, and food. Fathers can furnish saws, and other tools and help make things - also furnish paints, send helpers to primary grades, invite other classes to plays.
5. Art is a valuable part of most people's lives. Mothers decorate their homes, Fathers landscape yards. Activity: Brainstorming, children made a list of every time they used art outside of the art class. Example: Scouts make wreaths at Christmas. May baskets in the spring. Girls decide which skirt, blouse and jewelry to wear each day. New posters picked for their rooms. Campaign buttons and poster made by the students, Girls helped sister style hair. Boys create new hot rod designs. In class they make models, murals, posters, signs, pictures, booklets, etc. Girls plan a dance for talent show. Boys assemble and paint model airplanes, cars, etc. For their dolls and sister's the girls make doll clothes.
6. In the junior high curriculum encourage electives that can be used as hobbies both now and as senior citizens. Classes such as lapidary, knitting, basic stitchery, leather work etc.
7. Have a "show and tell" time even at all grades. Valuable things people do together can revolve. Hobby displays, award display - cups won in Midget Racing etc. Bulletin board of family travels, parents talk about foreign travel, parents show slides of trips. Children always bring stones found - get free display kit from Gem Museum.
8. Emphasis on vocations meet the curriculum texts, etc. For example: concept of family recreations developed well in Fideler, "The Needs of Man", Part 2, "Man's Social Needs", pp. 52-89.

CAREER EDUCATION
Cartwright Instructional Material Center

Film List

Primary - K-3

F1043	Dairy Farm, The
F 208	Desert Farming
F1025	Food For the City - Produce
F 516	Food For the City - Wheat and Flour
F 223	Life On A Cattle Ranch
F 227	Making Change For A Dollar
F 909	Money In The Bank and Out
F 188	Telling Time By The Clock
F 514	Water for the City
F 11	Beginning Responsibility - Being On Time
F 12	Beginning Responsibility - Taking Care Of Things
F 391	Getting Along With Others
F 525	Getting Angry
F 844	Going to School Is Your Job
F 560	Only Benjy Knows - Should He Tell?
F 550	People Are Different and Alike
F 135	Ways To Good Habits
F 444	Be Happy! Be Healthy!
F 133	Bus Driver's Helpers
F 520	Community Keeps Healthy, The
F 471	Families and Shelter, A House for Hernandez
F 529	Poisons Around the House
F 565	Signs, Symbols and Signals
F 42	Sleep
F1000	Time For Clocks
F 476	Building A Freeway
F1058	Helicopters In the Grand Canyon
F 129	Toy Telephone Truck, The
F 455	Building A Jet Plane
F1045	Making Things Move
F 437	Thermometers and How We Use Them
F 230	What Will The Weather Be
F 282	Let's Build A House
F 472	Cities and Government - Governing Our Local Community
F 541	Good Citizens
F 522	Our City Government
F 177	Airports Serve the Community
F 519	Behind The Scenes At A Supermarket
F 447	Buses That Serve the Community
F 470	Cities and Shopping: Where We Get Our Food
F 894	City and It's People, A
F1072	Cloth - Fiber to Fabric
F 313	Community Services
F1087	Community Helpers
F 557	Economics: Workers Who Build Houses
F 779	Everyone Helps In A Community
F 994	Factory, The: How A Product Is Made
F 39	Fireman, The
F1136	Magic Highways, U.S.A.

CAREER EDUCATION

Cartwright Instructional Material Center

Film List (Con't.)

Primary - K-3

F192	Healthy Feet
F 85	Noise
F530	On Your Feet
F955	One Who Got Fat
F940	Safety in the Street
F911	Safety in the Home
F205	You, the Living Machine
F 29	Finding the Information
F531	Handwriting Is Important
F775	Instruments of Astronomy
F790	Copper Mining
F175	Copper Mining and Smelting
F774	Iron Ore Mining
F1060	Your Amazing Mind
F1019	Boats, Bouyancy, Stability, and Propulsion
F352	Electricity From Power Plant to Home
F683	How an Electric Motor Works
F715	Electromagnetism and Electric Motors
F973	Jets and Rockets, How They Work
F824	Man and His Tools
F941	Citrus Culture
F377	Let's Learn to Predict the Weather
F846	Weather Scientists
F183	Microscope and Its Use
F912	Lumberman, The
F660	Forest Ranger, The
F1070	Farming in South China
F228	Malay Penninsula, the People and Products
F978	European Culture Region: Its People at Work
F636	Finland: Farmer, Woodsman
F295	Life on a French Farm
F793	Alaska, the 49th State: Its People and Resources
F802	Cotton Farmer, The
F 43	Fur Trapper of the North
F950	Great Lakes Area: Men, Minerals and Machines
F952	Southern New England Region: New Industries
F259	Visit With Cowboys, A
F784	Hawaii, the 50th State: People and Resources
F104	Artic Fisherman in World Trade
F1061	Factories, Mines and Waterways
F168	Beginnings and Growth of Industrial America
F 67	Industrial Revolution, The
F746	Eli Whitney Invents the Cotton Gin
F 32	Development of Transportation
F183	How We Elect a President
F 55	Hopi Indian Arts and Crafts
F403	Navajo Silversmith
F1001	Weavers of the West
F617	Iron: Between two Worlds

CAREER EDUCATION

Cartwright Instructional Material Center

Film List (Con't.)

Primary - K-3

F146	Food Cannery, The
F 52	Helpers in Our Community
F 91	Passenger Train
F678	An Airplane Trip by Jet
F502	Transportation by Bus
F503	Transportation by Freight Train
F506	Transportation by Inland Waterways
F459	Trucks and Trains
F505	Trucks and Truck Transportation
F458	Tugboats and Harbors
F 53	Helpers Who Come to Our House
F1047	Hospital, The
F1033	How Clothing is Made: Story of Mass Production
F450	Let's Visit a Shopping Center
F417	Lumberyard, The
F801	Mailman, The
F210	Mothers, What They Do
F901	Policeman, The
F449	Policeman Walt Learns His Job
F118	Stores in Our Community
F890	Story of the Wholesale Market
F568	Transportation Maintenance
F507	Veterinarian Serves the Community, The
F456	What Do Fathers Do
F264	Where Do Our Letters Go?
F265	Where Does Our Meat Come From?
F553	Why People Have Special Jobs: The Man Who Made Spinning Tops
F554	Why We Have Laws: Shivery, Gobble, and Snore
F555	Why We Have Taxes: The Town That Had No Policeman
F556	Why We Use Money: The Fisherman Who Needed a Knife
F480	We Want Goods and Services
F351	Freight Train, The
F903	Helicopter Carries the Mail
F 25	How Mass Communications Help the Community
F1138	Man in Flight

Intermediate - 4,5,6

F1036	Cattle and the Corn Belt
F848	Cattleman, a Rancher's Story
F138	Machines That Help the Farmer
F672	Sheep Rancher, The
F173	Calendar, Days, Weeks, Months
F 80	Measurement
F 94	Percent in Everyday Life
F294	Percentage
F992	Act Your Age
F965	Transportation, Footpath to Airlanes

CAREER EDUCATION

Cartwright Instructional Material Center

Film List (Con't.)

Intermediate - 4,5,6

F272	Careers in the Building Trades
F 35	Everyday Courtesy
F350	Fight, The What Should I Do?
F461	On Your Own
F 22	Care of Hair and Nails
F 23	Care of the Skin
F 41	Food That Build Good Health

Jr. High - 7&8

F128	Measuring the Universe
F953	Metric System, The
F227	Story of Our Money System, The
F249	Story of Weights and Measures
F1052	Wise Use of Credit, The
F439	Art and You
F621	Discovering Color
F778	Discovering Composition in Art
F782	Discovering Line
F713	Discovering Perspective
F728	Whales and Whalerman
F663	Discovering Texture
F598	Drafting
F534	Jewelry - Beads
F419	Print with a Brayer
F939	Prints
F478	Going Places
F1095	How to Think
F989	Job Interview: Three Young Men
F988	Job Interview: Three Young Women
F668	Journey Into Medicine
F608	Planning Your Career
F954	Technology and You
F394	Music, the Expressive Language
F336	Wonders of Chemistry
F658	What's Under the Ocean
F996	Alcohol and the Human Body
F964	Drugs and the Nervous System
F592	Tobacco and the Human Body
F898	Energy and Work
F839	How the Vacuum Tube Works
F302	Introduction to Electricity
F838	Introduction to Jet Engines, An
F111	Simple Machines
F749	Why Communication Satellities?
F772	Why Explore Space?
F 895	Bill of Rights in Action: Story of a Trial

CAREER EDUCATION

Cartwright Instuctional Material Center

List of Films (Con't.)

Jr. High - 7&8

F638	Boundary Lines
F445	Government
F 62	How We Elect Our Representatives
F797	Meet Your Federal Government
F308	Our Living Constitution
F1149	Parlimentary Procedures in Action
F789	True Story of an Election
F893	U.S. Elections: How We Vote
F952	Steel and America
F1126	Sugar in Today's World
F340	Meaning of Conservation, The
F1161	Problems of Conservation: Our Natural Resources
F132	Use of Forests
F648	Malaya, Land of Tin and Rubber
F1013	Australia: The Land and the People
F986	West Germany: The Industrial Giant
F948	Great Plains from Green to Gold
F1137	Maine Harbor Town
F888	Southeast: Challenge and Change

CAREER EDUCATION
Additional Material

16mm Films

F-620	Careers - Communication
F-621	Careers - Education
F-622	Careers - Leisure Industries
F-623	Careers - Mechanical
F-624	Careers - Sales
F-625	Careers - Technicians

Sound Filmstrips

CE-1	Community Workers and Helpers - Group I with records	
		Dotors Office Workers
		Supermarket Workers
		Library Workers
		School Workers
CE-2	Community Workers and Helpers - Group 2 with records	
		Television Workers
		Fire Depratment Workers
		Hospital Workers
		Department Store Workers
CE-3	Classroom Journeys - with records	
		A Trip to a Sewage Treatment Plant
		A Trip to a Police Station
		A Trip to a Fire Station
		A Trip to an Electrical Power Plant
		A Trip to an Airport
		A Trip to a Court
CE-4	Little Things That Count - with Cassettes	
		The Busy Bees (Joy in Helping Others)
		Lucy Learns to Share
		Jerry Has a Surprise (Honesty is the best Policy)
		Try, Try, Again (Perserverance)
		One Rainy Day (Importance of Listening)
		Jim Learns Responsibility
		Tony's Summer Vacation (Respect for Property)
		Please is a Good Word (Good Manners).
CE-5	Our Neighborhood Workers	
		The Baker
		The Dairyman
		The Showmaker
		The Tailor
		Our Neighborhood Laundry
		The Butcher
		The Banker
		The Watchmaker and Jeweler
		The Fruit and Vegetable Store

CAREER EDUCATION
Additional Material (Con't.)

Sound Filmstrips (Con't.)

- CE-6 Getting to Know Me
    - Adolescent - "Know Thyself"
    - Physcial Development
    - Mental Development
    - Emotional Development
    - Social Development
    - How to Adjust
- CE-7 Fundamentals of Economics
    - What is Economics?
    - Money
    - Taxes
    - Banks and Banking
    - Business Organization
    - Labor and Labor Unions
    - Credit Buying
    - Population
- CE-8 The World of Work: Vocational Opportunities Part I
    - Sheet Metal Worker (Cassettes)
    - Electrician
    - Printer
    - What is Your Future in the Changing World?
    - Tool and Die Maker
    - TV and Radio Repair
    - Automobile Mechanic
    - Receptionist
- CE-9 The World of Work: Vocational Opportunities Part II
    - Cook (Cassettes)
    - Automotive Sales Representative
    - Sheet Metal Worker: Building Trades
    - Data Processing Clerk
    - Real Estate Sales
    - Medical Assistant
- CE-10 Multi-Media Unit - Selling a good way to earn a living (Jr. High Only)
    - Contents:
        - 2 Filmstrips
        - 1 Record
        - 12 Spirit Masters
        - 24 Booklets
        - 11 Picture Card
        - 1 Teachers Guide
- CE-11 Multi-media Unit - Smart Spending: (Jr. High Only)
    - Contents:
        - 2 Filmstrips
        - 1 Record
        - 1 Teachers Guide
        - 24 Booklets

CAREER EDUCATION
Additional Material (Con't.)

- CE-63 Dollars and Sense
  - How Taxes Work
  - How Budgets Work
  - How We Borrow Money
  - How Money is Made
  - How Money Goes Round and Round
  - Different Kinds of Money
- CE-64 Careers in Aerospace - Part I (Eyegate)
  - Skycap and Baggage Handler
  - Aircraft Maintenance Mechanics
  - Flight Engineer
  - Passenger Service Representative
  - Jet Engine Mechanics
  - Airline Ticket Agent
- CE-65 Careers in Aerospace - Part II (Eyegate)
  - Air Freight Agent
  - Jet Captain
  - Control Tower Operator
  - Aircraft Maintenance
  - Stewardess
  - Aerospace Sales Representative
- CE-66 Education for Occupations (Eyegate)
  - Working in Manufacturing
  - Working in a Hospital
  - Working with Business Machines
  - Working in Building Maintenance
  - Working in the Printing Industry
  - Working in Food Services
  - Working in a Service Station
  - Working in A Supermarket

Filmstrip Series

CE-25	Transportation Set (Includes 8 Filmstrips)
CE-26	The Community Series (Includes 8 Filmstrips)
CE-27	Family Living Set #2 (Includes 7 Filmstrips)
CE-28	The Community Series: Types of Cities (8 Filmstrips)
CE-29	The Community Series: Fun in the City (8 Filmstrips)
CE-30	Family Series Set 3, Families & Services (8 Filmstrips)
CE-31	Mothers Work, Too (6 Filmstrips)
CE-32	Fathers Work (6 Filmstrips)
CE-33	Community Series: Agriculture and Industry (8 Filmsps)
CE-34	Community Series: Systems in Our City (7Filmstrips)
CE-35	School Series: Our School Workers (8 Filmstrips)
CE-36	School Series: Rules and Plans Set No. 1 (8 Filmsps)
CE-37	Who Am I? 5 Filmstrips, 5 Records, Teacher Guide K-3
CE-38	Workers for the Public Welfare (9 Filmstrips)
CE-39	Our Public Utilities (6 Filmstrips)
CE-40	Are You Looking Ahead? (10 Filmstrips)

Career EDUCATION

Additional Material (Con't.)

Books (Jr. High Only)

CE-57	Career Opportunities: Marketing, Business, and Office Specialists
CE-58	Career Opportunities: Health Technicians
CE-59	Career Opportunities: Engineering Technicians
CE-60	Career Opportunities: Community Service and Related Specialists
CE-61	Career Opportunities: Agricultural, Forestry, and Oceanic Technicians
CE-62	Occupational Literature on Annotated Bibliography

Books (Primary Level)

CE-50	Come to Work with Us in a Dairy
CE-51	Come to Work with Us in a Hotel
CE-52	Come to Work with Us in a Newspaper
CE-53	Come to Work with Us in a Telephone Company
CE-54	Come to Work with Us in a Department Store
CE-55	Come to Work with Us in a Bank
CE-56	What To Be?
CE-67	Come to Work with Us in a Hospital
CE-68	Come to Work with Us in an Airport
CE-69	Come to Work with Us in Aerospace

Poster Sets

CE-41	Careers in Art
CE-42	Health Careers
CE-43	Careers for Good Speakers
CE-44	Computers in Occupations
CE-45	Arithmetic in Occupations
CE-46	How to Get Along with Others
CE-47	Careers in Music
CE-48	Careers in Athletics
CE-49	Careers for Good Writers

Transparencies (10 per set)

CE-19	Time - Ability
CE-20	Job-Getting Ability
CE-21	Ethics - Ability

Games

CE-18	Careers (Parker Bros.) Age Level - 8 to Adult

SRA Kits

CE-22	Grades K - 2 Focus on Self-Development Stage one - Awareness Contains 5 Filmstrips, 40 Studyprints, 9 Records
CE-23	Grades 2 - 4 Focus on Self-Development: Stage Two - Responding Contains 6 Filmstrips, Records, 40 Studyprints

CAREER EDUCATION
Additional Material (Con't.)

SRA Kits (Con't.)

CE-24	Grades 6 - 9 Widening Occupational Roles Kit (WORK) Color Filmstrips, Color-coded to three basic job families: work with ideas, with people or animals, and with things. Five illustrated booklets provide supplementary reading. Job descriptions in fictional narrative "What it feels like to be..."

Listening Tapes (Jr. High Level)

LT-1	Advertising
LT-2	Appliance Serviceman
LT-3	Assembler
LT-4	Biologist
LT-5	Chemist
LT-6	Commercial Photographer
LT-7	Cosmetologist
LT-8	Counselor
LT-9	Draftsman
LT-10	Electrician
LT-11	Programmer
LT-12	Insurance Broker
LT-13	Lawyer
LT-14	Librarian
LT-16	Machinist
LT-17	Medical X-ray Tech.
LT-18	Musician
LT-19	Nurse, Practical
LT-21	Physician
LT-22	Pilot, Co-pilot
LT-23	Plumber, Pipefitter
LT-24	Policeman
LT-25	Printer
LT-26	Public Relations
LT-27	Real Estate Broker
LT-28	Commercial Artist
LT-29	Retail Saleswoman
LT-30	Social Worker
LT-31	Stewardess, Airline
LT-32	Switchboard Operator
LT-33	Technical Writer
LT-34	TV & Radio Serviceman
LT-35	Dental Technician
LT-36	Secretary
LT-37	Local Truck Driver
LT-38	Heavy Machine Operator

Costume Collection

CE-12	Army (medium size)
CE-13	Space Helmet (medium size)
CE-14	Nurse (medium size)
CE-15	Highway Trooper (medium size)
CE-16	Ballerina (medium size)
CE-17	Race Driver (medium size)

CAREER EDUCATION
Additional Material (Con't.)

CE-70 Keys - Career Exploration Program, Grades 6 - Adult SRA Components: 10 Filmstrips, Accompanying Cassettes, Comprehensive Guide Manual.
Clerical Interest
Literary Interest
Persuasive Interest
Outdoor Interest
Social Service Interest
Artistic and Musical Interest
Computational Interest
Mechancial Interest
Scientific Interest
Overview

CE-71 SRA Stage 3: Involvement - Focus on Self Development Grades 4 - 6. Program designed to elicit child's ideas and feelings, to encourage him to think about his values and to act on them.

Contains 36 frame full color filmstrips with cassettes, 20 17" X 22" black and white Photoboards (two sides) on easel, a pupil activity book, Being Me; and a teachers guide.

CE-72 Job Experience Kits SRA - Grades 8 - 12 Work-simulation experiences in 20 representative occupations. Students solve problems typical of each occupation. Generates career exploration and exposes students to real job activities.

Contains pad of 30 answer sheets and comprehensive user's guide in each kit on the following occupations: Accountant, Appliance Serviceman, Auto Mechanic, Beautician, Carpenter, Designer, Draftsman, Electronics, Elementary School teacher, Lawyer, Librarian, Medial Technologist, Motel Manager, Plumber, Police Officer, Salesperson, Secretary, Truck Driver, Veterinarian, and X-ray Technician.

CE-73 Learning to Live with Others. 4 Filmstrips, 2 records
Learning to be Responsible
Learning What Giving is All About
Learning to Be Your Best Self

CE-74 Learning to Live with Others - Part II 4 Filmstrips, 2 Records Singer
Learning to Face Up to Mistakes
Learning About Patience
Learning to Keep a Promise
Learning to Trust People

CAREER EDUCATION

Free Materials You May Wish to Send For:

Source		Title of Material
722	1.	Jobs in Advertizing (Jr. High)
990	2,	Should You Go Into Advertizing? (Jr. High)
896	3.	Satelites and Space Probes (chart) (5+)
4	4.	The Age of Flight (30 pp. illus.) (6+)
387	5.	Space Photos (Jr. High)
282	6.	How to be a Better Shopper Kit (Jr. High)
26	7.	Tommy Looks at Farming (comic book)
690	8.	The Hand of Plenty Broadside (wall chart) History of Agric. Tech.
264	9.	Air Pollution (facts, fold out) (Jr. High)
769	10.	Aluminum Mining (chart) (6+)
644	11.	From Tree Farm to You (Pictures) (K+)
396	12.	Vinny and Billy - Boys with a Piggy Bank (2-4)
48	13.	The Story of Checks (Jr. High) (picure booklet)
902	14.	How Our Banks Help Our City (19pp) (4-6)
578	15.	Story of a Loaf of Bread (color book) (1-3)
726	16.	The Story of Meat Animals (5-12)
194	17.	Teachers Unit - Citrus Industry (posters) (6+)
785	18.	Outline for Teaching Conservation in Elem. School PA 268
813	19.	The Glory Trail (American Migration-Impact on Resources) (Jr. High)
272	20.	Conservation Pledge (poster) (6+)
179	21.	The Forest Adventures of Mark Edwards (conservation) (4-6) Indicate number of student copies
430	22.	Wool Chart (8 steps in Samples) (4+)
331	23.	Weather Kit (5+) Charts, booklet, etc.
149	24.	Pilots' Weather (How its Forecast) (6+)
261	25.	Automobile Progress (chart) (5+)
784	26.	Important Events in American Labor History
568	27.	Economic Growth in the U.S. (Past and Future) 63 pps.
373	28.	America's Products and Trucks That Carry Them (wall map) (4+)
179	29.	Forest and Trees of the U.S. (map) (5+)
57	30.	U.S. Food Source Map (6+)
704	31.	Principle Electrical Facilities (Southwest Region) map
177	32.	Union Pacific Railroad Map of U.S. (4+)
22	33.	Trees For the Primary Teacher (13 mimeos to color) (2-6)
147	34.	Facts and Facets of Automobile Manufacturing (5+) (6 wall cahrts: manufacturing, designing, engineering, foundry, testing, assembling)
	35.	History of Land Transportation (chart) (5+)

CAREER EDUCATION

Free Materials (Con't.)

Source		Title of Material
717	36.	Your Career Opportunities in Hospitals (6+) (34 pages)
754	37.	Do You Want to be a Nurse? (20pp) (Jr. High)
717	38.	Your Career Opportunities in Medicine (6-A)
743	39.	What is a Special Librarian? (Jr. High)
601	40.	Future Unlimited (Librarian) 8 pps. (Jr. High)
89	41.	Careers in Insurance 12 pps. (Jr. High)
532	42.	Your Future in Home Economics (Jr. High)
261	43.	Can I Be An Engineer? (Jr. High)
181	44.	Careers for Women in the Armed Forces (Jr. H)
181	45.	An Officers Career in the Armed Forces (Jr. H)
197	46.	Careers in Archetecture (Jr. High)
261	47.	Can I Be a Technician? (Jr. High)
261	48.	Can I Be An Office Worker? (Jr. High)
905	49.	Careers in Business (Jr. High)
261	50.	Can I Be a Craftsman? (Jr. High)
261	51.	Can I Be a Draftsman? (Jr. High)
905	52.	Careers in Food Administration (Jr. High)
578	53.	A T up with Baher Bill (1-3)
404	54.	Ten Men and the Telephone (History from Phone to Satellites) (6+)
48	55.	You and Your Money (14pps) (Jr. High)
477	56.	Family Budget Kit (Specify number of copies) (Jr. High)
477	57.	Consumer Credit and You #49 (15 pps) (Jr. High)
396	58.	Personal Money Management (36 pps) (Jr. High)
895	59.	The Story of Money/from Barter to Banking (Jr. High)
414	60.	Thrifty-Making Your Wishes Come True (4-A)

Using source number - source can be found in:

Catalogue of Free Teaching Materials (See Mrs. Mac)
or send for catalogue

P. O. Box 1075
Ventura, California

I AM SOMEONE SPECIAL!

Goal:

To develop awareness in the child of himself as an individual, someone of worth, with feelings, preferences and skills.

Performance objectives

1. The child will be able to tell what he looks like.
2. The child will be able to recognize his feelings in various situations.
3. The child will be able to feel something he likes.

Description of the Unit

This is a kindergarten or 1st grade unit attempting to build a good self image in the children. It is to be done specifically at the beginning of the year but hopefully continued all year.

Activities

1. Reading: Reading_____ Non-reading_X___
2. Teacher activities:
    a. Order SRA Development Kit 1&2.
    b. Order - Who Am I? - Kindle
    c. Collect a number of magazine pictures of people with various expressions.
3. Children's learning activities:
    a. Get acquainted game - describe a child and have the children guess who you are talking about.
    b. Have each child look in the mirror and describe himself.
    c. Role playing - act out something they like to do best. Have the other children guess what they're doing.
    d. Discussion - How our bodies express our feelings; anger, happiness, sadness, lonliness.
    e. SRA Development Kits 1&2.
    f. Kindle tapes and filmstrips "Who Am I?".
    g. Use magazine pictures of people. Ask the children how the people look and to try to guess why they look that way. Emphasizing feelings.
4. Approximate time is two weeks for specific activities but other similar activities should be continued all year.
5. Suggested grouping - Whole group activity.

Enrichment Activities

a. Games like Simon Says to help children learn body parts.
b. Make silhouettes, hand and footprints.
c. Class discussion - talk about the skills they've learned since they were babies - walking, talking, dressing. Emphasizing how much they've learned.
d. Use the tape recorder to record the children's voices. Listen to the recording.
e. Talking book. Have the children draw pictures of themselves doing something they like. Put in a book. Then record their own commentary about the pictures.
f. Instructo Flannelgraph - "My Face and Body"
g. Make book "Me". 1) Drawing of themselves. 2) Experience story written down by the teacher about things they like to do. 3) Photo of themselves. 4) What they want to be when they grow up.

This could be continued all year, with pictures added of various activities and end with another drawing of self.

h. Have class meetings as discussed in Schools Without Failure by Glasser. Talk about love, hate, loneliness.

Media needed - None

Method of Evaluation

1. Ask each child, individually, to tell you what he looks like.
2. Using a flannelgraph, show the children a picture of a boy. "Whose Name is Johnny". Show him as a baby and tell them that he has learned to do many things since he was a baby. Then give them a ditto with six pictures of a baby doing things like walking, driving a car, talking, dressing self etc. Have them color the pictures that show things Johnny has really learned.
3. Four or five pictures of situations which would make a child angry, sad or happy. Have two pictures under each picture representing these emotions. Children are to color a box under the face showing how the children feel.

I AM SOMEONE SPECIAL! (Con't.)

Poems, Finger Plays and Songs

Big

NOW I can catch and throw a ball
And Spell
Cat, Dog
And pig.
I have finished being small
And started
Being Big.

Me

I have one little head
And one little nose
Ten little fingers
And ten little toes.

One little mouth
And two little eyes.
Two little ears
To hear a surprise.

Two little knees
And two little feet
Two little hands
To keep me neat.

5 Years Old

Please everybody look at me!
Today I'm five years old, you see!
And after this, I won't be four.
Not ever, ever any more!
I won't be three or two or one,
For that was when I'd first begun.
Now I'll be five a while and then

I'll soon be something else again.

Songs:

If You're Happy and You Know It -
Fun To Be a Helper
Ten Little Fingers
Touch Your Head

Films:

F 391 Getting Along With Others
F 525 Getting Angry
F 550 People Are Different and Alike
F 560 Only Benjy Knows - Should He Tell

All By Myself

I tied my shoe today
All by myself
Nobody helped
Not Mother
Or Sammy
Or Daddy
Or Granny
Or you
All by myself
I tied my shoe.

Everybody Says

Everybody says
I look like my mother.
Everybody says
I'm the image of Aunt Bea.
Everybody says
My nose is like father's
But I want to look like me.

I

I like to dance
I like to play
I like to go to school each day.
I like to work
I like to sing
I guess I like most everything.

What I Can Do

Am I strong?
Sure I am
Here let me show you my muscle
Can I fight?
Let me show you how I tussle.
Can I pitch?
Sure I can
Just watch me bat the ball
Will I swim?
Sure I will
And dive off the highest wall.
Can I climb?
Sure I can
Up to the top of the tree.
Can I chin myself?
Sure I can
Are you watching me?

BEING A PARENT IS A JOB

Goal

To develop the awareness in the children that being aparent is one of the most important jobs of a grown-up.

Performance Objective

The children will be able to tell what a mother and father do for a baby to care for him and what would happen if he didn't have this care.

Description of the Unit

This is a kindergarten unit attempting to show children that the raising of children is a very important job in the life of an adult.

Activities

1. Reading option: Reading____ Non-reading X____
2. Teacher activities:
    a. Gather pictures of babies.
    b. Gather pictures of babies with their parent - both their mothers and fathers.
    c. Have a doll available.
    d. Order film - Baby Rabbit - F619.
    e. Get the books - "The New Baby" Ruth & Harold Shane "Two New Babies" Agnes Ann McRoberts
    f. Find out if any of the children or teachers have baby rabbits, kittens or puppies that you could borrow for a day.
3. Children's learning activities
    a. Use pictures of babies as the basis for a discussion of themselves as babies, trying to guide them to tell 1) Who cared for them. 2) What had to be done for them. and 3) Why they couldn't take care of themselves.
    b. Use pictures of mothers and fathers with babies as the basis for a discussion trying to show that both mothers and fathers can care for a baby.
    c. Use a doll to show how to care for a baby and then let the children demonstrate.
    d. Show the film "Baby Rabbits". Discuss the things the rabbits needed to live and grow and compare to a human baby.
4. Approximate time is one week.
5. Suggested grouping - Whole group activity.

BEING A PARENT IS A JOB (Con't.)

Enrichment Activities

1. Have a mother and baby visit the class. Have her show how to hold, feed, and burp the baby. If a father will come, too - great!
2. Have children bring in pictures of themselves as babies and now. Use to make a bulletin board - "How We Grew".
3. Use the bulletin board as motivation for discussion of how they've changed, who took care of them, and what would have happened if there wasn't someone to care for them.
4. Make a booklet showing the things babies need - love, sleep, food, parents, home etc. (Get magazines from an obstetricians office called "Baby Talk".)
5. Have the school nurse visit to tell about the needs of babies.
6. Read stories about babies. - "The New Baby" and "Two New Babies".
7. Have some baby animals along with their mother in the classroom for a day to let the children observe how the mother cares for them.

Media Needed

Baby Rabbit F 619.

Method of Evaluation

1. Six pictures of mothers and fathers doing things for a baby: Feeding-putting to bed, bathing, loving, plus two silly pictures, such as a mother carrying a baby upside down, father teaching a baby to drive. Have them color a box under three things a mother and father do for a baby.
2. Have the child tell you what would happen to a baby that wasn't cared for.

SELF AWARENESS
Feelings as a Part of Life Adjustment

Career Goal
To help each child discover, understand and cope with their own personal feelings and those of others.

Performance Objective
1. Each child will demonstrate self-awareness regarding the following feelings: joy, pain, success, love, fear, anger, sorrow, sadness, hate and loneliness by citing instances in which they have felt (or might feel) such emotions.

Other objectives:
1. Provided an atomosphere for honest expression of feelings:
    a. Children will express such feelings.
    b. Indicate understanding that all people have feelings.
2. By exploring different feelings expressed by different individuals children will learn greater acceptance of feelings of others.
3. Through "role play" problem solving children will develop techniques to help them cope with feelings in a constructive way.

Description of Unit
A self-awareness unit for use in grades 3-5. (Designed for use in "pod-type" teaching situation.

Activities
1. Reading option__X__
    a. SRA kit
    b. Sand in My Hand - Myrtle Boyce
    c. Cal's Birthday Present - Jean Bothwell
    d. Five Puppies for Sale - Esther Brann
    e. Spring Is a New Beginning - Joan Walsh Anglund
    f. Love is a Special Way of Feeling - Joan W. Anglund
    g. A Friend Is Someone Who Likes You - J. W. Anglund
    h. The Wild Thing - Maurice Sendak
    i. Two Logs Crossing - Anguish
    j. The Door in the Wall - Marqueri De Angeli
    k. Calico Captive - Elizabeth G. Spear
2. Non-reading option___X___
    a. Feel Box
    b. Situation Role Playing
    c. Creative Dramatics
    d. Art

SELF AWARENESS (Con't.)

Teacher Activities

Time: three weeks; 45 minutes perday.

Preparation:

1. Gather books for reading
2. Get AV materials (see materials)
3. Art supplies
4. Make "Feel Box"
5. Set-up situations and atmosphere for "role playing"
6. Collect or have children bring old magazines for montage.
7. Plan story for creative art experiences.
8. Develop open-ended questions
9. Collect pictures for evaluation

Learner Activities

1. Try on neighbor's shoes for tactile (sensory) experience and then each child express his feelings.
2. Make class bulletin board montage from the magazine pictures catagorizing feelings as to joy, love, hate, anger, loneliness, happiness, sadness, sorry, bad, fear and pain.
3. Answer the following open-ended questions:
    1. I feel happy when_____________.
    2. I feel anger when_____________.
    3. I feel sad when_______________.
    4. I feel sorry because__________.
    5. I feel bad when_______________.
    6. I feel blue when______________.
    7. I feel lonely when____________.
    8. I am afraid when______________.
    9. I feel successful when_______.
    10. I feel pain when______________.
    11. I feel joy when_______________.
    12. I feel hate when______________.

    Responses may be amde in writing or discussion, teacher might wish to have children dramatize a response, or make pictures etc. of situations which elicit htese feelings.

Enrichment

1. Have each child feel the object in the "Feel Box" and express his feelings about each.
2. Child role play a given situation.

SELF AWARENESS (con't.)

Media Needed

1. (All Kinds of Feelings), Who Am I? Sound strip by Kindle.
2. Films:
   I Am I Think
3. Cassette tape and filmstrips by Eye Gate
   1. Getting To Know Me
      a. Adolescent - Know Thyself
      b. Emotional Development
      c. Social Development
4. SRA Kit part 2. Focus on self-development

Evaluation

I. Put 10 pictures showing feelings on the bulletin board and number 1-10. Have each child catagorize pictures as tactile (sensory) or abstract (inner) feelings illustrated.

II. There are 15 experiences listed below. On the blank under the columns 1,2,3 list your reaction to them using the following code; A(Abstract-inner), B (tactile-sensory), and AB if both kinds of feelings are experienced.

	1	2	3
sample: stepping on a tack			
1. sitting alone			
2. a thorny bush			
3. an injured animal			
4. waving good-by			
5. looking at a birthday cake			
6. stroking a kitten			
7. mother smiling			
8. winning a blue ribbon			
9. walking in the rain			
10. walking with friends			
11. going into an unexplored cave			
12. being bullied			
13. toothache			
14. cheating on a test			
15. carnival			

SELF AWARENESS (Con't.)

Evaluation (Con't.)

III. Answer the following question:

1. I make someone happy when I______________
2. I made my mother angry when I______________
3. I was afraid when I______________________
4. I was sorry after my friend explained to me_________
5. I was lonely after________________
6. I felt successful after___________
7. I feel more loved when_____________
8. The thing that causes me the most pain is_________
9. An angry person is____________
10. Bad behavior is when I________
11. People hate when____________
12. I was filled with joy because_______________

CONSUMERS AND PRODUCERS

Career Goal Statement

To develop an awareness of consumers and producers, to discover that before anything can be consumed, it must be produced first, and to become aware of the careers of several producers.

Performance Objectives

1. The child must be able to know what we call people who use or use-up things and what we call people who do useful things or who do useful work.
2. The child must be able to identify at least three producers (careers) of goods that are used by the family.
3. The child must be able to name at least 3 things his family consumes.
4. The child must be able to name at least 3 things that his family produces.
5. The child should be able to display how to work, play, share, help and to respect others.
6. The child must be able to state verbally what has to be done first before anything can be consumed.
7. The child must be able to know the differences between producers of goods and producers of service.
8. The child should be able to discover that baking and building is a producing business as well as useful value done at home.

Description of Unit

This is an economic awareness unit for 1st grade Social Studies.

Teacher Activities

Prepare:

Films, poems, filmstrips, songs, records, stories to be read to class, tools for making cookies and field trips.

Activities

1. Non-reading X
2. Discussions - During discussions of producers and consumers, the children are helped to discover that the baking, shoemaking and home building industries are careers of some producers.
3. Field trips - Visit bakery, shoe store, and home construction site. Interview workers if possible to find out the kind of training he needed for his job, why he picked that job and if he likes the work that he is doing:

Activities (Con't.)

3. Guessing Game - In this game the children are to guess the actions of the leader as to whether he is a consumer or a producer.
4. Drawing - The children can draw pictures of his family consuming and producing at home. Draw pictures of bakers, shoemakers and people building homes for families. These pictures will be on display in the classroom.
5. Making and Baking Cookies - This activity is to help enforce the concept of producing, consuming, and the division of labor. Here the children would be producers by making the cookies, consumers by eating them and by dividing up the work discover the importance of how one depends upon the services or goods of others. The class will be divided into three groups. Group 1 will bring in the material needed for making the cookies. Group 2 will make and bake the cookies and Group 3 will do the cleaning up.

Approximate Time

The suggested time for this unit is approximately three weeks.

Grouping

The grouping varied with the activities. The whole class was involved with the discussions.

Resources for Teachers

The Senesh "Work of Work" textbooks have many supporting activities on "consumer/producer".

CONSUMERS AND PRODUCERS (Con't.)

Evaluation

1. Put an X inside of the box of the consumer.

Boy taking out garbage

Boy eating apple

Boy raking leaves

2. Put an X inside of the box of the producer.

Girl knitting mittens

Girl playing jacks

Girl eating ice-cream cone

3. Put an X in the box of the one that can be consumed or used by your family.

Picture of shoemaker

Picture of baked

Picture of house

4. Put an X inside of the box of the producer.

Baker making bread

Man swimming

Man combing his hair

5. Put an X inside of the box of the producer.

Mother combing her hair

Man building a house

Picture of children playing

FARMING - RANCHING

Career Goal Statement

To help develop an awareness of how the people of all communities depend upon farmer-rancher.

Performance Objectives

1. Pupils will be able to name 3 specific careers related to farming-ranching.
2. Pupils will be able to name 5 products produced by farmer-rancher necessary to all citizens.
3. Pupils will be able to name 1 reason farm-ranch family finding it necessary to relocate.
4. Pupils will be able to name 1 way the farmer-rancher maintains his farm machinery and name 1 way the farmer-rancher enhances value of his land.

Description of Unit

This unit was developed for use in 2nd grade social studies. Emphasizing careers related to farming and ranching.

Activities

Reading X   Non-reading X

A. Teacher Activities:
   1. Prepare bulletin board materials.
   2. Select film, filmstrips.
   3. Contact resource people who work in farming-ranching.
   4. Plan field trips in advance.

B. Pupil Activities:
   1. Discuss farming-ranching using textbook. (Silver pps. 25-26-29)
   2. Introduce other sources of information: films, books, etc. Continue discussions on new information learned.
   3. Field trips: Carnation Dairy, Arizona State Experimental Farm, Tempe, Odle Dairy Farm, Grocery Store, Bakery.
   4. Resource people: Farmer, merchant.
   5. Art activities: Diorama of farm with miniature models of farm machinery and farm animals, bulletin board, mural, clay animals.
   6. Language: Write experience stories (or sentences) on chart. Discussion related to all above activities.

FARMING - RANCHING (Con't.)

Approximate Time
This unit would involve approximately two weeks.

Grouping
The groups would be varied according to the activities.

Resources for Teachers
Library Books:
- Judson, Clara - People Who Work In Country and City
- Greene, Carla - I Want to Be a Farmer
- Aulaire, Ingri - Don't Count Your Chicks
- Lamoreaux, L. A. - The Dairy Farm

Textbooks for Resource:
- Our Working World - T. Ed., pp. 90-111 (includes stories, ideas for activities, books, films)
- Childcraft - poetry pp. 56,57,58,
- Silver Burdett - pp. 25, 26, 29, 34, 63, 62, 64
- Fideler - pp. 23-27

Media Needed
A.V.:

F 88 One Day On The Farm
F121 The Story of Rice
F138 Machines That Help The Farmer
F365 Where Does Our Meat Come From?
F448 Eggs To The Market
F451 Farmer Don and The City
F519 Behind the Scenes at the Supermarket
FS64 Animals of Farmboy Bill
FS557 Our Poultry Farm

FARMING - RANCHING (Con't.)

Evaluation

1. Show 3 pictures of various careers and have pupils identify one related to farming-ranching. (Repeat 2 times)
   Example:

policeman	cowboy	teacher
	X	

2. Show 3 pictures of different products and have pupils identify product produced by farmer-rancher. (Repeat with 4 other sets)
   Example:

books	beef cattle	car
	X	

3. Choose random group of 5 pupils for oral evaluation. Ask child to tell one reason why a farmer-rancher may need to relocate, one way the farmer-rancher maintains his machinery, one way farmer-rancher improves or maintains value for his land. Teacher may write answers on a chart. For group testing, pictures, might again be used.
   Example: Need for farmer to care for machinery.

Shed with machinery stored	machinery out in rain
X	

UNIT ON TRANSPORTATION

Career Goal Statement

To develop an awareness of various types of transportation and why they are important to our society.

Performance Objectives

1. The children will be able to identify from pictures 5 means of transportation.
2. The children will be able to identify some uses of 3 types of transportation.
3. The children will be able to respond to questions concerning the skills needed for careers, in three different types of transportation.

Description of Unit

This unit is designed for use in 1st grade social studies.

Activities

A. Teacher Activities:
  1. Prepare a bulletin board of travel pictures showing different kinds of transportation.
  2. Contact speakers (parents or others who work in transportation-related fields).
  3. Plan field trips:
    a. Sky Harbor Airport
    b. A trip on a train
  4. Select films-filmstrips from the district media catalogue.

B Pupil Activities:
  1. Non-reading X
  2. Discuss the bulletin board of travel pictures and sentences to stimulate thinking for introduction to travel unit.
  3. Have children find pictures pertaining to ways of travel and compile them into a book. ("Cut up" magazines can be used, or children can draw pictures using illustrations in non-destructable books)
  4. Discussion (oral)
  5. Read stories to the class on kinds of transportation, who uses it, why important.

UNIT ON TRANSPORTATION (Con't.)

Activities (Con't.)

6. Have child tell stories about their own trips on an airplane, train, boat and other means of transportation.
7. Have various men and women come in and tell about their jobs in transportation. Have them include the skills they need for holding this job.
8. Take a field trip to Sky Harbor Airport.
9. Take a train ride from the Phoenix Depot to Peoria.

Approximate Time

This unit would involve approximately two weeks.

Grouping

The groups would vary according to the activities.

- A. Large group discussion:
    1. Field trips
    2. Story telling
- B. Small group or individual:
    1. Drawing
    2. Art Projects, etc.

Resources for Teachers

1. District Media Catalogue
2. Library Books on transportation
3. Field trip catalogue

Media Needed

Primary films and filmstrips on trains, boats, planes, and other transportation.

Evaluation

These questions are used to test if the objectives have been adequately taught.

Directions: Put an X beside the correct picture.

1. Which picture shows how we travel a long way very fast. Put an X beside that picture.

Airplane   dog sled   bike

2. Which picture shows how we travel a short way very fast. Put an X beside that picture.

train   boat   car

SAFETY AT SCHOOL

Career Goal Statement

To develop an awareness of the importance of safety rules in everyday life and work.

Performance Objectives

1. Children should know the safety rules of our school playground.
2. Children should know the need for safety rules at home and on various jobs.
3. Children should be able to make their own classroom safety rules.
4. Children should know several careers related to safety: nurse, crossing-guard, repairmen, etc.

Activities

Reading X   Non-reading X

A. Teacher Activities
   1. Select films and filmstrips.
   2. Have a selection of books available for children to read.
   3. Invite speakers: fireman, safety engineer, repairmen, policemen, etc.
   4. Select art art materials-poster paper, paints, puppetry materials, etc.

B. Pupil Activities
   1. Walk around the playground and discuss the safe ways to play on the equipment available.
   2. Make experience charts pertaining to safety rules for the playground and classroom.
   3. Art activities:
      a. Make safety poster.
      b. Make puppets and have children write a play pertaining to our safety rules.
   4. Make a film having the children show the correct way to obey safety rules and alos the wrong way.
   5. Have a classroom discussion and select safety rules to be followed in the classroom.
   6. Learn safety poems:

Safety

Red says STOP
Green says GO
Yellow says WAIT
You'd better go slow!
When I reach a crossing place
To left and right I turn my face,
I walk, not run, across the street
And use my head to guide my feet.

Safety

Stop! Look! Listen!
Before you cross the street.
Use your eyes, use your ears;
Then use your feet!

Activities (Con't.)

Watch Your Step

Someday you will fall down flop
If you always skip and hop.
Watch your step, like people do--
You are not a kangaroo.

Crossing the Street

I walk to the corner to cross the street.
I wait till the sign says, "Go"
For this is the safe and careful way
To cross the street, you know!
Ruby Denton

Career focus:
As the children explore different kinds of safety, professionals related to this area of safety can be studied:

1. An electrician (perhaps a parent) can talk about wiring, show the danger of bad wiring, overloading, etc. He can demonstrate how to check for wire fire and other accident threats in the home.
2. A nurse or pharmacist can talk about how carefully they handle medicines/drugs, etc., and help the children learn both about their work and ways the children can make their homes safe in this area.
3. A fire inspector should tell the children how he helps businesses plan fire safety, as well as telling the children how he helps plan fire safety for their homes.
4. Others whose professions are related to safety: policeman, lifeguard, forest ranger, plant maintenance personnel, etc. highway engineers and crews (Those who plan road signs, paint lines on streets, etc.)
5. The children can learn what safety precautions their parents need to use on their jobs. (Special clothing, products, procedures, etc.)

Media Needed

Films:

1. Playground Safety, 11 min. F 98.
2. Safety on the Playground 14 min. F934.
3. Be Your Own Traffic Policeman 10 min. F187.
4. I'm No Fool As A Pedestrian 8 min. F199.
5. I'm No Fool Having Fun 8 min. F201
6. Pedestrian Safety Rules SP101.

SAFETY AT SCHOOL (Con't.)

Resources for Teacher

Speakers:

1. PTA Safety Chairman
2. Members of school safety patrol

Books:

1. Bill's Neighbor, pp. 35-43
2. Playground Fun, Hastings E.B.
3. Mother Goose Safety Rhymes, Bartrug C.M.
4. Safety Can Be Fun, Leaf Munroe
5. Safety For Sandy, Neville, Vera
6. Safety, Parkinson, Virginia
7. Safe All Day With The Hippies, Pease, J.

Evaluation

A. Observation by teacher on playground as to how the children are playing. This may have to be done before and after the unit is presented.
   1. Are they taking turns?
   2. Are they climbing the steps to the monkey bars one at a time?
   3. Are they pushing?
   4. Are they throwing rocks?
   5. Are they walking to and from the playground?
   6. Do they slow the swing down before getting off?
   7. Do they climb over the fence and go in the street to get the ball?

B. Have pictures of children following the correct safety rules; have pictures of children following incorrect safety rules. Let children put a check mark by the picture showing the correct safety rule to follow.

C. If the children have chosen four rules similar to the following as their class objective.
   1. No running in the classroom.
   2. No throwing of objects in class.
   3. Handle scissors carefully at all times.
   4. Do not spin ruler on the point of the pencil.
   5. During a fire drill line up single file.
   6. No talking during a fire drill.

WORKERS IN THE COMMUNITY

Career Goal Statement

To make the children aware of the services available throughout the community and the importance of these community jobs to their families; also, to demonstrate the value of parents work to the economic well being of their family.

Performance Objectives

1. The children should be able to name 5 careers involved within the community.
2. The children should be able to locate on a map two or three services in relationship to their home.
3. The children should know their father's jobs and the value of it within the community.
4. The children should have a working knowledge of the terms: budget, check, savings, sales slip, and income.

Description of Unit

This unit is designed for use in 2nd grade social studies, related to the children's study of their neighborhood and communities.

Activities

Reading (minor) X Non-reading X

A. Teacher Activities:
  1. Prepare bulletin board materials.
     a. Pictures of community workers.
     b. Special Services in the community.
     c. A large neighborhood map. (The teacher may wish to involve the children in drawing this map.)
     d. Select library books on community workers. (These may either be read by the children/ or the teacher may read to the class.)
     e. Plan for selection of films, filmstrips on community workers.
     f. Plan a "Walk-a-trip Around Our Community".

B. Pupil Activities:
  1. Using textbook, Silver pp. 6-21. (Read with teacher and discuss work in the community)
  2. Explore other examples of work in the community using library books, Sextant Systems Books, etc.
  3. Show and discuss films and filmstrips on workers in the community.

Activities (Con't.)

4. Take a walk around the community to observe various workers.
5. List workers who help your family. (Children may make illustrations.)
6. Make 3-D map of neighborhood locating various services; stores, church, parks, post office, etc. related to childrens homes.
7. Invite community workers to speak to class. Interview parents about their work.
8. Role play various community workers using some real items: sales slips, checks, library card, theatre tickets, etc.
9. Creative writing or dramatics: If I were Policeman, Fireman, etc.

C. Time: Approximately three weeks. (Material in this can be done at various times throughout the 2nd grade social studies)

C. Grouping: Varies with the activities.

Resources for Teacher

1. Silver Burdett text - 2nd grade
2. Sextant Systems books - "Come to Work With Us"
3. Library books
4. SRA "Our Working World" - Supplimentary Text.
5. Neighborhood Resource Persons: Fire Dept., Post Office, Grocery Store Manager, Banks, etc.
6. Parents

Media Needed

Filmstrips: Singer, "Community Workers and Helpers"
(Other selected media from district catalogue)

Evaluation

1. Given a ditto with 8 pictures of workers, the children will mark 5 as workers in the community.
2. The child will write his own address.
    a. Minimum level of acceptance; house number, street name or number.
3. The child will draw a picture of father and/or mother at work.
    a. Oral description by child may be necessary where picture is not discernable.
4. Given a ditto with 5 pictures, the children will identify:
    a. Put an X on the check
    b. Draw a line under the savings account book.
    c. Draw a circle around the sales slip.

WHO AM I?

Career Goal Statement

To develop within the child an awareness of himself and the feelings of pride and worth by means of family background.

Performance Objective

The pupil will demonstrate the following awarenesses:

1. Be able to state his name and address.
2. Be able to state size of family and the names of his immediate family.
3. Be able to state his likes and dislikes - at least one of each.
4. Be able to state and locate on a United States map the state or states that he was born in, his parents were born in and his grandparents were born in.
5. Be able to state at least two things about the states he locates in, objective 4 - such as, section of country climate, size, places of interest or of historical importance, state flower, state bird, state tree, state nickname, etc.
6. Be able to state reason why the family moved to this area.
7. Be able to state parents' occupations.
8. Be able to state grandparents' occupations.
9. Be able to state what he wants to be when he grows up.

Description of Unit

This is a self-awareness unit developed for use in third grade social studies.

Activities

Reading__X____ Non-reading__X___

A. Teacher activities:
   1. Prepare books and materials on states of the union: maps, state symbols etc.
   2. Prepare art materials for puppet making project: booklets.
   3. Make room on a bulletin board and display table for pupil materials, pictures, etc.
   4. Plan field trips.

B. Pupil Activities:

   Objectives 1 and 2:
   1. Booklet entitled "Who Am I"? - Write and complete these sentences:
      a. My name is____________.
      b. I live at____________.
      c. There are ______people in my family.
      d. These people are__________.

WHO AM I? (Con't.)

Activities(Con't.)

Draw illustrations of:
  - a. self
  - b. home
  - c. family - label members

2. Role-play family life or dramatize family life with puppets.
3. These two objectives could lead you into units on the family and the homes we live in.

Objective #3:

1. Student display table. Let a child per week share his interests and hobbies by displaying them on a specific table in your classroom. Let the child explain or tell about what he has brought. If the child is shy, his explanations of items could be taped and played back to the class.
2. Take a field trip to the Phoenix Art Museum to see how people express themselves through various art media.

Objective 4:

1. Booklet entitled "Where Did I Come From?" Write and complete these sentences:
   - a. My birthday is______.
   - B. I was born in the state of________.
   - c. My father was born in the state of ______.
   - d. My mother was born in the state of_______.
   - e. My grandparents were born in the states of____.

   Draw illustrations of:
   - a. My state
   - b. Father's state
   - c. Mother's state
   - d. Grandparents' states
2. Invite parents and/or grandparents in to tell about or show pictures of home state.
3. This objective could lead you into a unit on American Heritage.

Objective #5:

1. Find out the name of the state bird, state flower, state tree and state nickname for the states that represent self, parents and grandparents. Write a short report on what you find.

Activities (Con't.)

2. Illustrate above information and make three class booklets:
    a. States We Represent
    b. States Our Parents Represent
    c. States Our Grandparents Represent
3. This objective could lead you into a unit on the fifty states.

Objective #6:

1. Booklet entitled "Why Am I Here?" - Write and complete these sentences:
    a. My parents moved here because______.
    b. My grandparents moved where they are because_________.
    c. I would move because_______.

Illustrate how:

a. Parents moved.
b. Grandparents moved.
c. You might move.

Objective #7,8 and9:

1. Booklet entitled "What the People in My Family Do?" - Child interviews father and mother and records each interview. He should include the following: occupation, place of employment, type of work, importance of job. Additional pages would include occupations of grandparents and their importance, and what the child wants to be, why and importance of that job. Illustrations could be drawn to show these people at their work or the tools they use in their jobs.
2. Invite fathers and mothers to class to tell about their jobs.
3. Compile interviews of fathers and make a class booklet entitled "Fathers' World of Work". Same could be done with interviews of mothers.
4. Role-play occupations.
5. Take a field trip to the Bayless Country Store Museum to see tools used by past generations to accomplish their jobs.
6. These objectives could lead you into units on various careers.

C. Time: This unit provides activities that could be used up to ten weeks.

Activities (Con't.)

D. Grouping: Varies according to the activity.

Resources for Teacher

Everybody says

Everybody says
I look like my mother.
Everbody says
I'm the image of Aunt Bee.
Everybody says
My nose is like my father's
But I want to look like me.

Sharing

Most children share their playthings,
And that is very fine.
I know I'm having lots of fun
When I am sharing mine.
But there's a way to share much more
Than playthings on the shelf,
Through courtesy to others
I have learned to share myself.

My Friendship Guide

Oh, making friends is lots of fun,
And I'll remember how its done.
I'll try to look for good in others,
My friends and neighbors, sister, brothers,
And tell them of the good I find,
So they will like me and be kind.

And I will wear a cheerful smile,
Though troubles come once in a while.
Then when the others look at me,
A happy girl or boy they'll see.

How You Look At Things

It depends on how you look at things,
The way they'll look at you.
If you stand up straight and then sit down.
You'll get a different view.

If first you ride a merry-go-round and then go off in a car
If first you walk to the corner and then up a mountain far
You'll see for sure:
Things can change
Though you yourself,
Stay just the same!

WHO AM I? (Con't.)

Resources for Teacher

Growing

You can tell that I'm growing
By the marks on the door,
The last one is higher
Than any before

My old furry jacket
Had room to spare;
Now it's gotten so small
That it hugs like a bear.

I can put all my things
On a very high shelf;
I can soon get the cookies
From the jar by myself.

People

I look at people's faces
Everywhere I go.
I think it's very funny
How many I don't know.
I look at all the faces,
The faces that I see,
And think it's very funny
How many don't know me.

I'm Tall (Finger Play)

Sometimes I'm very tall
Sometimes I'm very small
Sometimes I'm tall
Sometimes I'm small
Now I'm just myself.

My Character Guide

My character you cannot see.
It's what I am inside of me,
The way I act, my manners, too,
Help people judge the things I do.

I'll study as I should at school,
And try to follow every rule.
Then when I'm home I'll do each chore
Before I'm told, and help some more.

I'll help my parents every day,
And friends and neighbors in some way,
I'll tell the truth and be polite,
And try my best to do what's right.

Flannel Board Kits: (Instructo)

- a. When I Grow Up, I Want to Be
- b. My Face and Body
- c. We Dress for the Weather

Personal Invertory

You can find out more about your students' feelings and attitudes by giving this personal inventory. To achieve more inner feelings, tell your class that the responses to each item are strictly between you and the writer.

Name________________________ Date_____________

Finish these sentences:

1. I am_____________.

WHO AM I? (Con't.)

Personal Inventory

2. Today I feel__________.
3. I wish______________.
4. I get angry when__________.
5. I can't understand why__________.
6. My mother___________.
7. People think I_________.
8. I like to____________.
9. My father___________.
10. I would like to be__________.
11. I'm afraid__________.
12. Boys are__________.
13. I like to read about__________.
14. I wish my parents knew__________.
15. I feel proud when___________.
16. Girls are__________.
17. I'm at my best when___________.
18. I hope I never will_________.
19. I often worry about________.
20. Careers___________.

Media Needed

Films:

F179 Courtesy for Beginners
F 11 Beginning Responsibility: Being on Time
F 74 Let's Play Fair
F947 Getting Along With Others
F910 Good Citizen
F550 People Are Different And Alike
F456 What Do Fathers Do
F 42 Fun of Making Friends
F 12 Beginning Resp.: Taking Car of Things
F185 Fairness For Beginners
F912 Yours, Mine, Ours
F525 Getting Angry
F210 Mothers, What They Do
F808 World Full of Homes

Filmstrips:

Unit I: Who Am I? - Scholastic/Kindle Sound Filmstrips
(5 color filmstrips and 5 - 7" records):
Nothing Is Something to Do
The Joy of Being You
People Packages
All Kinds of Feelings
Do You Believe in Wishes

Little Things That Count - Eyegate
Busy Bees
Lucy Learns to Share
Jerry Has a Surprise
Try, Try, Again
One Rainy Day
Jim Learns Responsibility
Tony's Summer Vacation
Please Is a Good Word

WHO AM I? (Con't.)

Evaluation:

Give as a pre-test and as a post-test. Compare results of both tests to see if attitudes have changed.

Name____________________________ Date_____________

Respond to each statement by putting a happy face or a sad face in the circle:

________ 1. I like my name.
________2. People like my family.
________3. I wish we could live in another house.
________4. People don't like me.
________5. I wish I had another mother.
________6. I like the things I do.
________7. I don't like my family.
________8. Am I important to anyone?
________9. I wish I had another father.
________10. Friends are important to me.

BEING CAREFUL IS IMPORTANT!

Career Goal Statement

To help children become aware of the importance of taking care of themselves, their belongings, and their environment (in terms of economic savings, asthetic values, "savings" in worry, pain, etc.)

Performance Objectives

1. To explore the "costs" involved in some examples of careless behavior. (Models provided in pictures and stories of "Careless Carl" and "Careless Chrissy")
2. To consider different kinds of "costs" of carelessness: dollar cost, cost in lost beauty or usefulness, cost in worry or pain, etc.
3. To provide opportunities for children to suggest and role play proper (or careful) behaviors.

Description of Unit

This is a unit on beginning economic awareness with an emphasis on personal attitudes and values. It is intended for use with primary children particularily K-2nd grade.

Activities

Reading no Non-reading yes

A. Teacher Activities:
   1. Prepare pictures and little stories about "Careless Carl" or "Careless Chrissy" - These children are disaster areas. Possible situations:
      a. Carl runs around wet pool, slips and falls breaking arm: Costs to emphasize: doctor bills, pain, loss of fun while are heals.
      b. Chrissy and friends play ball all over neighbors flower garden: costs involved: replacing flowers, loss of good-will of the neighbor, loss of beauty of flowers.
      c. Carl leaves his good books out in the rain, breaks his toys: costs involved: loss of items or replacement cost, loss of value - Carl doesn't have any thing to play with.
      d. Chrissy's clothes: Chrissy tears, spills paint on, etc.: costs involved, loss of clothes or replacement dollars to family, others may have to do without, etc. Asthetic cost Chrissy wonders why she doesn't have pretty things to wear.

BEING CAREFUL IS IMPORTANT! (Con't.)

Activities: (Con't.)

   e. Carl's pet: Carl does not give pet food, water, then pet becomes sick. Costs: vet's bill, pain to animal etc.

2. Select films, filmstrips, books on beginning responsibility, safety, health rules, care of belongings, pets, etc.
3. Plan art materials for children to draw pictures about careful behavior.
4. If desired plan simplified math activities involving dollar costs for doctor bills, replacement of items damaged, etc. You will need to make up charts indicating costs. For example:
   a. picture of doctor: $10. per visit
   b. picture of veterinarian : $5. per visit
   c. picture of flowers: 50¢ a box to replace
   d. picture of assortment of clothes: $1-5. to replace.
   e. picture of dry cleaners: $1. to clean
   f. picture of window: $10. to replace.

   (1st or 2nd grade children can do simple adding to figure out what "Carelessness costs".

B. Pupil Activities:

1. Introduce pictures and stories about "Careless Carl" - "Careless Chrissy".
   a. Discuss their behavior with the children.
   b. What did carelessness "cost" in this kind of a situation?
   c. Are there different kinds of costs?
   d. Help the children realize that dollar cost is just one kind of "cost".
2. Encourage the children to suggest the appropriate behavior for Carl or Chrissy. (The children may draw pictures or dramatize the proper behavior.)
3. If children are ready for adding: explore the dollar costs involved in several of Carl and Chrissy's mis-adventures using prepared cost charts.
4. View films, filmstrips on beginning responsibility, safety, health habits, care of belongings, etc. Discuss what kinds of "costs" might be avoided by following these rules.

C. Time: Unit can be taught as one continuous block. It would be more desirable to teach in several parts emphasizing different kinds of "careful behavior: care of belongings one week; safety rules one to two weeks; health habits, one to two weeks; care of their environment one to two weeks; care of pets one week; etc.

BEING CAREFUL IS IMPORTANT! (Con't.)

Activities (Con't.)

D. Grouping: Whole class for viewing and discussion.
Individual or small group for art, dramatization, etc.

Resources for Teacher

Library books on beginning responsibility, health, safety, etc.

Media Needed

Make appropriate selections from media-list: for example:

- Filmstrips:
  - Learning to Live With Others
  - Tour Kits (SRA)
- Films:
  - Beginning Responsibility - "Taking Care of Things"
  - Getting Angry
  - Ways to Good Habits
  - Be Happy, Be Helathy
  - Safety in the Street
  - Safety in the Home

Evaluation

Evaluation should be formative and related to 1. the content of each child's statements during discussion, 2. the content of the pictures they draw, and 3. the content of their dramatizations or role palys. These should evidence the following understandings:

1. That "carelssness cost": in dollars and other ways.
2. That the appropriate behavior in a given situation is known by the child.

WHAT "HATS" WILL YOU WEAR?

Career Goal Statement

To help children realize that each individual serves many different roles in the community, and may be involved in many different activities over a lifetime.

Performance Objectives

1. To name and describe different "hats" which the children's parents are wearing presently: worker?, parent?, church member?, community worker?, etc.
2. To interview representative members of the community learning what different "hats" they wear, or have worn, why they wore them, and how they contributed to their lives.
3. To illustrate various "hats" which the children themselves wear, pupil, member of family, friend, member of organizations such as scouts, etc.
4. To explore how all these roles are part of a person's "career", and important to the whole life of the individual and community.
5. To help children hypothesize some of the "hats" they may wear in the future.

Description of Unit

This unit is designed for use in 2nd grade social studies, to tie in with community studies.

Activities

Reading_____ Non-reading X

A. Teacher Activities:
   1. Prepare one or more "model chart" showing the many roles of a single individual: one chart for many roles of a child?, one for "typical parent?, one of some famous person?.
   2. Contact persons in the community who might discuss the many different roles they serve or have served: vary the kinds of people - important/average, men/women, minority-group members, young/old. (The teacher can be an example, too)
   3. Select films, filmstrips, library books on famous people so children can explore what different roles they served.
   4. Prepare art materials if booklets are to be made, puppetry materials if needed, costumes if children are to dramatize roles.

WHAT "HAT" WILL YOU WEAR? (Con't.)

Activities (Con't.)

B. Pupil Activities:

1. Present your "model chart(s)" to the children and discuss the many roles served ("hats worn") by the one individual illustrated.
2. Ask the children what different "hats" they now wear: discuss. You may wish to have the children illustrate some of their present roles and label the illustrations. (Provide bulletin board space for these pictures.)
3. Ask the children to talk with their parents about the different "hats they wear" (or have worn). Children may make a list for discussion, or they may prepare pictures, or prepare to dramatize such roles. In particular help the children to explore how these different roles all contribute to the full life of their parents.
4. Read stories, and view films or filmstrips on lives of famous people: encourage the children to record the different domensions of this person's life.
5. Invite speakers to talk with the children.
6. Ask the children to guess what "hats" they may wear in the future. As the children explore possibilities, provide a way to present their answers to the class:
    - a. drawing pictures
    - b. puppet making and play
    - c. dramatize future roles
    - d. make "hats" which stand for different activities and attach a picture or story about the role identified.

C. Time: approximately two weeks.

D. Grouping: Varies with activities.

Resources for Teachers:

Texts on Community Life, parents, Community leaders as the resource people. Library books: especially lives of famous people.

Media Needed

Films:

Everyone Helps in a Community
Mothers, What They Do
What Do Fathers Do?

WHAT "HATS" WILL YOU WEAR? (Con't.)

Evaluation

Objective #2:

To the question "What 'Hats' do you now wear?", each child will be able to respond with at least three role identifications. (Response can be made orally, or the teacher may prefer to have the children draw pictures and label them, for example: pupil, member of family, boy scout, etc.)

Objective #5: To the question, "What 'Hats' may you wear in the future (as you grow up)?". Each child will be able to respond with at least three projected role identifications (for example: parent, worker on a job, community-worker of some kind, etc.) (Responses can be made orally, illustrated as above, or the teacher may prefer to use some dramatic form - acting out future roles.)

MOTHER'S WORK

Career Goal Statement

To explore women's careers and life-roles: "employment" in various occupations, a "career" raising a family.

Performance Objectives

1. To explore the many careers and occupations in which women are employed.
2. To recognize "housewife and mother" as an important career.
3. To explore how families meet needs when mother has two careers: home and job.

Description of Unit

This unit is designed for 1st grade social studies, related to the study of the family.

Activities

Reading_____ Non-reading X_____

A. Teacher Activities:
   1. Select bulletin board pictures, books, magazines, illustrating women in many different occupations.
   2. Invite mothers, other women in the community, to discuss their work with the children.
   3. Plan a visit to a nursing or day-care center.
   4. Invite baby-sitter, older brothers, sister, etc. Discuss responsibilities - how children can help.

B. Pupil Activities:
   1. Discuss with children, how many of their mothers work? What jobs do they do? Why? Why are their jobs important? (Emphasis that stay-home mothers work too. How? Why important?)
   2. Make pictures of mother's work - tell stories or dramatize work. (both at home and out of home)
   3. Find pictures in books, magazines of kinds of work women can do: emphasize range of occupations available. Show films and filmstrips.
   4. Explore with the children the kinds of arrangements made for children of working mothers. Visit a day-care center. (You might help by going over some of the safety rules with the children: for example, going straight home from school, how to and who to call for help in an emergency, etc.)

MOTHER's WORK (Con't.)

Activities (Con't.)

5. Talk with baby sitters, older brothers, sisters, etc., or create hypothetical situations. (Again, you might discuss some common problem situations and role play solutions: "bossy baby sitter", child who will not follow instructions, etc.)

C. Time: approximately one week.

D. Grouping: Whole class and small group.

Resources for Teachers

1. Parents
2. Professional Women in the community
3. Library books and magazines

Media Needed

The use of film: Mother's: What They Do

Evaluation

Provide a group of five pictures: three showing women in occupations out of the home, two showing women in occupations in the home. Ask the children to identify which "mother's are doing important work" (Children should identify all five.) This evaluation can be done as a whole group activity, or the teacher may prepare a ditto with the five pictures and test each child individually.

FOOD RELATED CAREERS IN OUR COMMUNITY

Career Goal Statement

To promote awareness of workers in our own community who help to provide food for families.

Performance Objectives

1. To discover some of the many food-related careers in our own area, selcting from:
   a. Agriculture: citrus growers, field crop farmers, field-workers, hydrophonic plant, egg, etc.
   b. Ranchers - cattle, feedlots, cowboys, packers.
   c. Grocers and other wholesale and retail operators.
   d. Restaurants, and other food preparation and sale-carry out places, etc.
2. To develop a beginning awareness of what these workers do, and how they contribute to bringing food to a family.
3. To provide some opportunities to observe food related workers on the job.

Description of Unit

This unit is designed to add career awareness to the 1st grade social studies unit - "Food for Families".

Activities:

Reading no   Non-reading yes

A. Teacher Activities:
   1. Prepare materials on food-related careers: bulletin board, magazines, films, filmstrips, etc. (Focus on examples from our own area.)
   2. Contact local food related businesses arranging for speakers, field trips, etc.
   3. Contact parents and utilize any who have food related occupations.
   4. The teacher may wish to visit local businesses and take original pictures for bulletin boards/ slides. (These are particularly helpful where field trips are limited.)

B. Pupil Activities:
   1. The Silver-Burdett Series builds its food unit around the Hopi Indians - producing and consuming food past and present. You might emphasize that this is Arizona and the food workers in the book could be found in our state.
   2. Ask the children how they get their food. Do children grow any of their own food? Raise animals for food? If so, encourage them to tell about such work.

FOOD RELATED CAREERS IN OUR COMMUNITY (Con't.)

Activities (Con't.)

3. Have the children seen, visited farms, ranches, orchards? What kind of food was being produced? Who was working? (Explore agriculture occupations in our areas) Make a bulletin board of pictures.

*4. Where do children get most of their food? Who works in the market? (Explore grocers and workers in grocery stores) Make a booklet or mural of a grocery store.

*5. Have the children gone out to eat? Sent out for food? What workers did they meet? (Explore restaurant and carry out food workers further.) Make murals, booklets.

* Help children to draw on past experiences and to be more observant of the "people" who work in stores, restaurants while studing unit.

6. Plan a trip around the neighborhood. How many food related businesses do the children see?
7. Invite speakers to tell about work with food.
8. Show films and filmstrips read stories about food related careers.

C. Time: two weeks

D. Grouping: Varies according to activities.

Enrichment:

1. Have a program for other classes, parents. (Each child can dramatize one food related occupation.)
2. Make murals or booklets on food workers in our community.
3. Children could grow some food themselves. (Home or school gardening.)
4. Children could run a "restaurant" for one lunch period: "cooks" prepare food for teachers, other pupils, waitresses serve, etc.
5. Have a play "grocery store".

Resources for Teacher

Local farms and orchards, hydrophonic farm, ranches and feed lots, goat farm (Glendale), egg farm (Glendale), local grocery (Safeway) - wholesale and retail, local restaurants, carry out food places, etc. (See current list of co-operating field trips and speaker resources.)

Media Needed

Films:

1. Story of the Wholesale Market
2. Where Does Our Meat Come From?
3. The Dairy Farm

FOOD RELATED CAREERS IN OUR COMMUNITY (Con't.)

Media Needed (Con't.)

Films:

4. Desert Farming
5. Food for the City
6. Cities and Shopping: Where We Get Our Food
7. Cattlemen: A Rancher's Story

Filmstrips:

1. Working Food Services
2. Working In a Super Market
3. Food Series (Ency. Britannica)
4. Our Community Helpers Series (McGraw-Hill)

Evaluation

Prepare on ditto a set of six pictures; four should show food-related careers which the children have explored; two should show careers clearly not food-related.

citrus picker	cattle feeder	policeman
☐	☐	☐
construction worker	grocer	farm field hand
☐	☐	☐

Children color the boxes below pictures of people who help families to get food.

WORKERS WHO HELP US GET A HOME

Career Goal Statement

To promote career awareness related to the first grade social studies unit on "Shelter for Families".

Performance Objectives

1. To become aware of careers in our own community related to home building and burying. Choose from: architect, land developer, home-builder (business-end), building craftsmen, (carpenter, plumber, roofer, electrician, concrete contracters, landscaper, etc.) also real estate sales, home loan and insurance, etc.
2. To become aware of what people in these jobs do; how they do it (skills needed, equipment used) why this work is important in helping families get a home.

Description of Unit

This is a career awareness unit for 1st grade social studies.

Activities

Reading no   Non-reading X

A. Teacher Activities:
   1. Prepare materials on home building and home sales.
      a. Have pictures of workers.
      b. Have some "authentic" tools or materials: blueprint, carpenter tools, plumber's tools, sales booklet of pictures from real estate office.
      c. Plan for speakers, field trips, etc.
      d. Provide art materials for booklets and art projects.

B. Pupil Activities:
   1. Ask the children if any of them have seen a home built - (you might use p.31 of the text as a beginning of discussion. Who was working? What kind of work do the children see on p.31? (Carpenter) Can the children think of workers who help families get homes? Make a list of the children's responses.
   2. Show pictures, filmstrips, etc. on various workers - How do they help families get homes?

Activities (Con't.)

3. Visit a building site/real estate office/home-builders central office. (Like Hallcraft Showcase)
4. Invite speakers to tell about their work, display tools, plans, etc.
5. Encourage children to make booklets with picture of "workers who help families get homes": these pictures can be cut from magazines or drawn by children. Group or individual work as suggested. (Each child focus on one area or worker.)
6. You might play a simple version of a guessing game envolving careers - child gives clues (for example: I run house ads in the paper) - other children guess who.

C. Time: two to four weeks (interrelated with other activities in the social studies unit)

D. Grouping: Varies with activities: whole group, small group and individual.

Enrichment

1. Let children be "architects and draw picture of a "dream home".
2. Children could be sub-division developer and make a model community.

Resources for Teachers:

1. Local architects
2. Local homebuilders (many builders are working in this area)
3. Local building and trade associations
4. Real estate salespersons and offices. (See current resource list for speakers, field trips.)
5. Parents who have related jobs can be called on as speakers.
6. Children can make "on foot" trips to new homes being built in nearby areas.

Media Needed:

Films:

1. A House for Hermandez
2. Lets Build A House
3. Workers Who Build Houses
4. The Lumberyard

WORKERS WHO HELP US GET A HOME (con't.)

Media Needed (Con't.)

Filmstrips:

1. Working In Building Maintenance
2. Houses (SVE)
3. Homes Around The World (McGraw-Hill)

Evaluation

Provide each child with a ditto containing the following pictures:

architect	policeman
☐	☐
grocer	carpenter
☐	☐
real estate salesman	cook
☐	☐

Have children color in the box below pictures of people who help families get a home. (Children can then color the pictures.)

WORKERS IN OUR COMMUNITY
COMMUNICATIONS

Career Goal Statement

To develop awareness of workers in four communications areas: telephone, newspaper, radio, television.

Performance Objectives:

1. To identify some workers in our own community who have communications related occupations.
    a. Telephone: linemen, repairmen, operator, service personnel.
    b. Newspaper: editor, reporter, photographer, technicians, sales, newsboy.
    c. Television: station manager, reporter, weatherman, performers, writers, also: T.V. set builders, salesmen, repairmen.
    d. Radio: announcer, disc jockey, other station staff, also radio set sales, repair.
2. To learn about such jobs and the people who do them.

Description of Unit

This is a unit for 2nd grade social studies. It is intended to tie-in with the unit on Community.

Activities

Reading_______ Non-reading X_______

A. Teacher Activities:
    1. Have available newspapers, toy telephone, radio, a T.V. also tape-recorder, video-tape, and duplicating machine and dittos.
    2. Obtain books, pictures, media on communications.
    3. Contact agencies to plan for speakers and for field trips, or to obtain demonstration materials.
    4. Mountain bell can provide "Telezonia" media (also a "working" phone set.)
    5. School P.A. system could be used for a planned "radio show".

B. Pupil Activities:
    1. Introduce the unit by introducing a newspaper, radio, T.V. and telephone. Ask children, "How do these help us to communicate?". Why are they important? How often in one day do the children (or their families) use these ways of communicating?

WORKERS IN OUR COMMUNITY
COMMUNICATIONS (Con't.)

Activities (Con't.)

2. Who are the workers who bring us papers, phone, radio, T.V.? Have any of the children visited stations, newspaper, phone company? Do parents work in any of these fields? Are big brothers news boys?
3. Using pictures, books, media, speakers, help the children learn about communications, workers in the community.
4. Children can work in groups to prepare a presentation on workers in each of the four areas. (Newspaper group, T.V. group, radio group and phone group). Presentation may be in reports, or acted out.
5. Parents might be willing to take each group to visit station, paper, phone company (or class group field trip can be made.)

Enrichment

1. Pupils could make their own (1 page) newspaper. Plan and write stories and picture on dittos, run, and distribute.
2. Pupils could plan and perform a "radio" or T.V. show (using tape recorder or video tape)

C. Time: two to four weeks (combined with other social studies activities)

D. Grouping: Varies with activities.

Resources for teacher

1. Community Agencies:
    a. Radio Stations
    b. T.V. Stations
    c. Newspapers
    d. Mountain Bell (A.T.&T.)

   (See current list of speakers, field trips)
2. Parents who work in communications related fields.
3. Radio and T.V. repairment - sales and service stores.
4. The children can produce their own communications using tape recorder, video tape machine, reproducing machines available at school or through district.
5. School P.A. System for "radio show".

WORKERS IN OUR COMMUNITY
COMMUNICATIONS (Con't.)

Media Needed

Filmstrips:
1. Television Workers (SVE)
2. Working in the Printing Industry
3. Communican Series, (McHill)
4. Communications (Telezonia Series, A.T.&T.)

Films:
1. Communication Helpers
2. Telezonia (A.T.&T.)

Evaluation

Provide each child with a ditto containing the following pictures:

telephone lineman	fireman	T.V. repairman
☐	☐	☐
telephone operator	grocer	cook
☐	☐	☐
radio	newsboy	T.V. cameraman
☐	☐	☐

Color the box below the pictures that show worker who help people communicate.

WORKERS IN OUR COMMUNITY: TRANSPORTATION

Career Goal Statement

To discover workers in our own community whose jobs are related to transportation.

Performance Objectives

1. To identify several kinds of transportation (bicycles, motorcycles, cars, trains, trucks, buses, planes, boats, etc.)
2. To become aware of a range of transportation related jobs:
    a. People who make vehicles.
    b. People who sell vehicles.
    c. People who drive, pilot (Make them go).
    d. People who service, sell parts.
    e. Car washes, parking attendants, etc.
    f. Travel agents.
    g. Traffic bureau of police dept. bureau of licensing.
    h, People who work on roads, runways, depots.
3. To learn something about these jobs: Who does this work? How? What skills, equipment do they use?

Description of Unit

This is a career awareness unit for 2nd grade social studies - it can be used with any units on Transportation in the Community.

Activities

Reading_______ Non-reading_____

A. Teacher Activities:
    1. Have examples of kinds of transportation - Pictures, model cars and planes, books and magazine on transportation.
    2. Plan a bulletin board, display table on transportation careers. Use newspaper ads, yellow pages, magazines, etc.
    3. Have travel posters from airlines, travel agency, Greyhound.
    4. Plan for speakers, field trips.
    5. Obtain media on transportation
    6. Plan special activities (see enrichment).

B. Pupil Activities:
    1. Have class make pictures, tell stories on ways they have traveled? What workers were involved in their trips?

Activities (Con't.)

2. What kinds of transportation do the children and their families have? Where did they get these vehicles? Who takes care of them? etc. Children can make pictures, tell stories, etc.
3. Using the pictures in the yellow pages and newspapers find ads of people who work with cars, trucks, bikes, and other kinds of travel. Put together groups of workers related to the same kind of transportation.
4. Have visitors (parents-workers in the community) to tell about their transportation related work - bring tools or other display items if possible.
5. Make field trips (class group, orindividual) to transportation related job sites. (If individual trips are made - let children share reports on their trip with the rest of the class)
6. Invite traffic policeman to tell about his work.
7. Show films, filmstrips, read stories on transportation and related careers.

C. Time: two weeks.
D. Grouping: Whole group, small group and individual activities are included.

Enrichment

1. Children could have a "bike rodeo". Also, a bike licensing and identifying day. (Emphasize safety and protection.)
2. Children could promote "safe driving", for example: "buckle-up" program - involving parents.
3. Children could have a "car wash" and raise funds for a worthwhile project.

Resources for Teacher

Travel Agencies, Licensing Bureau, bicycle shops, local service stations, parents who drive or maintain transportation, Greyhound Bus Depot-offices, etc., automobile showrooms and service areas, auto supply companies, carwashes, trucking companies, Santa Fe Railroad, Sky Harbor Airport, boat maintenance and repair (Glendale Sport's Center). (See field trip and speaker catalogue for up to date contacts.)

WORKERS IN OUR COMMUNITY:
TRANSPORTATION (Con't.)

Media Needed

Books:

1. Come to Work With Us in an Airport
2. Big Book of Trucks
3. If I Drove a Truck

Filmstrips:

1. Working in a Service Station
2. Careers in Aerospace Series
3. The Bus Station (Jam Handy)
4. Transportation - SVE
5. Community Workers and Helpers Series (SVE)
6. Workers for Public Welfare Series (Eyegate)

Films:

1. Passenger Train
2. Trucks and Trains
3. Transportation by Bus
4. Transportation Maintenance
5. Helicopter Carries the Mail
6. Airports Serve the Community

Evaluation

Objective #1:
Provide each child with a ditto on which the following pictures are drawn:

plane	telephone	bicycle
☐	☐	☐
camera	truck	boat
☐	☐	☐

Color the box below pictures that show transportation.
(Ways to travel)

THE IMPORTANCE OF CAREERS

Career Goal Statement

To stimualte awareness of family careers, and the importance of careers to the family economy, the self, and others in society.

Performance Objectives

A. Each child to complete a booklet on jobs in family including:
  1. Identify jobs done by parents:
     a. Describe job
     b. What job involves?
     c. Cost involved in job: transportation, clothing, (uniforms, etc.) meals, babysitter, etc.
  2. What preparation (Educ. or skill training) necessary to job:
     a. specialized training
     b. apprenticeship
     c. physical fitness requirements, manual dexterity, etc.
     d. length of preparation on-job-training required.
  3. What personal needs do these jobs satisfy:
     a. How does parent "feel" about his job?
     b. Self-satisfaction, high or low.
     c. adequate return economically
     d. Environment, pleasant or unpleasant.
  4. What benefit to others:
     a. Does it provide jobs for others.
     b. Does it provide services for others.
     c. Does it provide betterment of health, physical or mental welfare.
     d. Does it provide products.
  5. Effect on family of loss or having of job:
     a. Family economy.
     b. Family relationships.
     c. Where, how could family receive assistance, agencies, etc.?
     d. How are others affected?

Description of Unit

This unit is designed for use in 4th grade social studies.

Activities

Reading X   Non-reading X

A. Teacher Activities:
  1. Plan field trips, speakers, particularly parents, also books, films, filmstrips on careers.

Activities (Con't.)

2. Have a model family budget - income expenses.
3. Have material on income assistance, unemployment agency figures, materials.

B. Pupil Activities:
   1. Interview parents:
      a. How they feel about their job.
      b. What job entails?
      c. Effect of job on others (or benefit to others)
      d. Education, skills, physical fitness.
      e. Cost involved in working - transportation, clothing, meals, housekeeper, baby-sitter, etc.
      f. Location of job - one specific place or large territory; inside or outside; factory, shop, dept. store, skyscraper, etc.
   2. Discussions: After sharing information class-wise, we all discuss the many aspects of various jobs:
      a. Why is this particular job necessary?
      b. What will I have to know to do this work?
      c. Would I enjoy this type of work?
      d. How will it help me or others?
      e. When we do something well, it makes us feel good, proud, important, etc. (This could be concept: there are important rewards in a career other than monetary.)
      f. All jobs are important and have their own dignity.
      g. We don't all like the same things, each of us can do something, we all have individualistic talents or aptitudes, equally important.
      h. How can I prepare myself now for what I may wish to do later in life?
   3. Make booklets: "My Family At Work" or any appropriate title.
      a. Write about their family at work including the topics covered.
      b. Illustrate this story or theme with either or all of the following:
         1. Commercial pictures
         2. Snapshots
         3. Own drawings or art forms.
      c. Share (display, explain) their booklets with class.
   4. Bulletin boards:
      a. Show careers reporesented (and importance if room on board)

Activities (Con't.)

- b. Chart form - snaps, illustrations, or commercial pictures - showing extension or "ripple" effect of jobs as represented in class.
5. Role-playing or dramatization:
   - a. Play various roles (careers) as represented in class.
   - b. Exchange roles as employer, employee, breadwinner, etc.
   - c. Write, produce, enact plays with career themes.
6. Outside reports: Parents or other interested individuals willing to come to class and report on and discuss their career.

C. Enrichment
Field trips:
1. Manufacturing Plant
2. Shopping center (Park Central)
3. Hospital
4. Arizona Public Services, Mt. States Telephone
5. Capitol, county, or city offices, city library, etc.
6. Employment offices

D. Time: approximately two weeks

E. Grouping: Individual research, with class discussions, media, etc.

Media Needed

1. Films: See Career Education list.
2. Books:
   - a. Teacher selects and have appropriate, pertinent books in class room or gives titles to children.
   - b. Individuals can research jobs of their interest in school and city library.
3. Games:
   "Monopoly", "Careers", "Hospital", etc.
4. Maps - begin with map of:
   - a. Home to school.
   - b. Home to grocers, or doctor, shopping center, church, etc.
   - c. Home to parents' job location.
5. Language Arts:
   - a. Compile list of career words to be used in spelling list; look up syllabication, pronunciation and definition.
   - b. Theme writing, grammar, punctuation, capitalization, sentences, paragraphs, etc.

THE IMPORTANCE OF CAREERS (Con't.)

Evaluation

Evaluation should be formative - based on the completion of the booklet itself. Each child should have obtained and written information as indicated by all the headings and at least one of the sub-heading as listed in the objectives.

Headings:

1. Identify jobs done by parents.
2. Preparation necessary to do jobs.
3. Personal need satisfied by job.
4. Benefit to others.
5. Effect of job (or job-loss) on family.

(See objectives for sub-headings.)

EXPERIENCES IN DECISION-MAKING

Career Goal Statement

To provide practical decision-making experiences for intermediate children, and to expolore the importance of decisions in adult life/career situations.

Performance Objectives

1. To provide pupils with some actual decision-making experiences in school related situations.
2. To discuss the bases of decision-making prior to making the above decisions. How is a wise decision made? What considerations should be taken into account in making this decision?
3. To evaluate the decisions made:
   a. At the time they are made.
   b. After the decision is carried out and the effects are known.
   c. Was the decision a good one? If not, what went wrong? How could a better decision be made next time?
   d. To use real-life or simulated career-life situations to analyze the kinds of decisions adults make, how such decisions are made and why good decision-making is important.

Description of Unit

This unit is intended for use with intermediate pupils (4-6 grade). It can be taught in social studies, or several teachers can cooperate to provide decision-making opportunities for the classes.

Activities

Reading no Non-reading yes

A. Teacher Activities:
   1. Plan pupil involvement activity areas where the children can make real decisions, (and possibly even make them wrong the first time).
   2. Contact parents and encourage them to help children learn about decision-making in life/career situations.
   3. Have newspapers, radio or a T.V. available to follow current news.
   4. Plan speakers, and field trips to decision-making sessions: doctor, judge, legislator, businessmen, etc.
   5. Select library books, media in which representative decisions are being made.

EXPERIENCES IN DECISION-MAKING (Con't.)

B. Pupil Activities:
  1. Use school related activities to provide children with real choices, for example:
     a. Pick class officers (change several times)
     b. Student council (election, planning of activities, fund-raising activity, etc.)
     c. Choice of in-class and after-class special activities. (Which clubs to offer? Who wishes to join which? What to do?)
  2. Discuss not only the decisions themselves but the process of decision-making. How is a good decision made?
  3. Evaluate decisions after they have been made and carried out.
  4. Have children begin a booklet:
     a. What decisions must their families make?
        1. Interview parents - list decisions.
        2. Discuss these kind of decisions in class:
           Are they important decisions?
           How are such decisions made?
           Does it matter if they are made well or badly?
     b. Again, interview parent: What kinds of decisions do they make on their jobs? How? Are they important decisions? Why? (Children should list such decisions that are made in their booklets, and discuss in class sessions.)
     c. Current events: use radio - T.V., newspapers, magazines in class. Follow major news stories:
        1. What decisions were being made?
        2. Who was making these decisions? How?
        3. What difference will it make whether these decisions are made well-badly?

     (Pupils may follow-up certain decisions in current news; clip articles for their booklets/or bulletin boards. How did decision finally go? With what effect?)
     d. Using speakers, films, books or any other resources, study decision-making in some fields of adult life, for example:
        1. Legal (political) decision-making.
        2. Legal (judicial) decision-making.
        3. Economic (business) decision-making.
        4. Educational decision-making (principal, district school board)
        5. Medical (doctor-nurses)

     (The class might break-up into groups and each pick one area to study.)

C. Enrichment:
   1. Provide an opportunity for pupils to observe real life adult decision-making:
      a. Visit a school board meeting.
      b. Visit a board meeting of a business.
      c. Legislature in session
      d. Court
   2. Provide simulations of such decision-making if class can not visit: Mock court, role-play of school board, etc.

D. Time: Each experience would involve two or three discussion periods - over the year the teacher should provide several such experiences.

E. Grouping: Experiences involve individual choices, small group decisions, and whole class decisions.

Resources for Teacher

1. Library:
   a. Books that deal with family decisions: buying a home, adapting a child, moving, etc.
   b. Books that deal in community decisions, political decisions, ecological decisions, professional decisions.
2. Current Events:
   a. Newspaper articles on community/national decisions: Who makes them? Why important? (Legislation, courts, business-economic decisions, etc.)
3. Parents and members of community as resources on decisions they make in real life.

Media Needed

Select media on decision-making or media in which a decision is made, for example: How our laws are made. How families spend money.

Evaluation

Objective #4:

Evaluation can be related to the booklet which the pupil makes on adult decision-making, see pupil activities_______ .

Criteria:

Pupil should be able to identify in writing at least.

EXPERIENCES IN DECISION-MAKING (Con't.)

Evaluation

one significant decision made by:

1. Parents of a family: (possible sesponses:)
    - a. Buying a home.
    - b. Budgeting
    - c. Adapting or having children.
    - d. Moving
2. At least three adults in a career/life role:
    - a. Judge or jury (possible response: guilt, or innocence, to go to jail or not, etc.)
    - b. Legislators - voters (possible response: taxes, use of tax money, to go to war or not, etc.)
    - c. Owner or manager of a business (possible responses: hiring people, prices, wages, etc.)
    - d. Doctor (possible responses: What is wrong with patient? What medicine to give, etc.)

LIVING AND WORKING WITH SCIENCE

Career Goal Statement

To explore how an interest and ability in science can lead to rewarding careers, or otherwise enrich future life.

Performance Objectives:

1. To list a variety of careers highly related to particular scientific interests and abilities.
2. To list ways in which knowledge of science can be used by "non-professionals," for example: uses in family life.
3. To provide opportunities to meet people in scientific careers.
4. To provide opportunities for students to visit science-related places: hospitals, laboratories, university departments, etc.

Description of Unit

This unit is designed for intermediate classes. It can be taught in social studies or science or in combinations between the two.

Activities

Reading X Non-reading X

A. Teacher Activities:
   1. Plan lessons either related to different areas of science: (for example - health, biology, energy, weather, etc.) or one unit using examples from many areas of science.
   2. If taught in social studies, the teacher might wish to combine this unit with units on careers in math, art, music, social studies, etc. Let children select an area of investigation by their own interests (favorite subject).
   3. Prepare materials pictures, books, films, filmstrips which illustrate careers in the various areas of science. (Select library books - lives of famous scientists; Pasteur, Carver, Sabin, etc.)
   4. Identify "non-professional" everyday life uses for related scientific knowledge or skills: for example: knowledge of botany useful for home gardening. Gather pictures or other illustrations of such uses of skills and knowledge.
   5. Plan for speakers and field trips. (You may wish to plan some activities for all the children, and other "special opportunities" for children with special aptitudes or interest in science: for example the science club.)

Activities (Con't.)

B. Pupil Activities:
  1. Teacher may wish to discuss;
    a. Why do we learn sciences or these types of science: chemistry, botany, biology, etc.
    b. Who might use this learning?
    c. If children have self-selected science as an area of investigation (favorite subject) ask children to suggest "People who use science in their lives, their work."
    d. The children can make a beginning list of "users of science" and add to this list as they go through the unit.
  2. Using the SRA occupation's kit, or other books and materials help the children identify careers that use science skills and knowledge. The children should identify:
    a. The career by name.
    b. The kind of scientific knowledge or skill needed.
    c. How that knowledge or skill is used in the particular career named.
  3. Encourage the children to interview their parents: How do they use science in their lives or work?

(Children can prepare reports on the above two investigations, reports may be oral, written, or dramatized depending on the teacher's choice.)

  4. Invite speakers to discuss how they use science in their careers: Vary the kinds of speakers: doctors, pharmacists, conservation or nature related work, weather related work, etc.
  5. Explore "every-day" uses of scientific knowledge: family health care, gardening, etc.
  6. Read books, view media on scientific advances in various areas and also lives of famous scientists.
  7. Explore what life would be like if these scientific advances had not been made.
  8. Make field trips to scientific locations, hospitals, laboratories, weather station etc.

C. Time: approximately two weeks.

D. Grouping: Varies with activities and approach taken to the unit.

Resources for Teachers

1. Science books, library books: scientific careers, lives of famous scientists.
2. Speakers: parents - other professionals who have science related careers.
3. University laboratories, hospitals, weather bureau, fish and game dept., forestry service, etc.
4. Career posters - science
5. SRA Work Kit

Media Needed

Select appropriate materials from catalogue. For example:

1. Careers in Aerospace (Eyegate)
2. Working in a Hospital (Eyegate)
3. Weather Kit (Free materials)
4. Measuring the Universe (Film)
5. Journey Into Medicine (Film)
6. Wonders of Chemistry (Film)
7. What's Under the Ocean (Film)

Evaluation

Objective #1:

Evaluation can be done in relation to the report which each child makes. (see pupil activity________.)

1. The report should give evidence of the following minimum criteria:
    a. The identification of at least one science related career. (Ex: Doctor)
    b. The ability to identify one particular area of science and/or scientific skill related to this career. (Ex: chemistry)
    c. The ability to briefly describe how identified scientific knowledge or skill is used in this career. (Ex: making prescriptions)

LIVING AND WORKING WITH MATHEMATICS

Career Goal Statement

To explore how interest and ability in mathematics can lead to rewarding careers, or otherwise enrich future life.

Performance Objectives

1. To identify variety of careers highly related to interest and aptitude in mathematics.
2. To identify "non-professional" uses of mathematical knowledge can be used. (for example: uses in family living.)
3. To provide opportunities for pupils to meet (interview) persons with math related careers.
4. To provide opportunities for field trips to visit math related occupational sites.

Description of Unit

This unit is designed for intermediate pupils. It can be taught in social studies, math class, or in combination between the two.

Activities

Reading X　　Non-reading X

A. Teacher Activities:
   1. Plan lessons focused on different areas of math: area measurement, weights and measures, fractions, etc., or plan one unit using examples of many different kinds of math-in-use.
   2. If taught in social studies, the teacher may wish to combine this unit with units on careers in art, science, social studies, music, etc. Let the children select an area to investigate based on their own interest (favorite class, etc.)
   3. Prepare materials: pictures, films, filmstrips, books which illustrate careers in the various areas of mathematics: surveyors, bankers, accountants, computer programmers, etc. (Select library books - lives of famous mathematicians like Einstein, or How mathematics has affected our lives.
   4. Identify "every day" uses of mathematics: measuring in cooking, carpentry - balancing a checkbook, summing bills at market, figuring costs, etc. Prepare activities where children can make such practical uses of math skills.
   5. Plan for speakers and field trips. (You may wish to plan some activities for all children. Others for children with special interests or aptitudes at mathematics.)

LIVING AND WORKING WITH MATHEMATICS (Con't.)

Activities (Con't.)

B. Pupil Activities:

1. Teacher may wish to discuss: Why do we learn math? (or if children have self-selected this area - Why do you like math?) Ask the children to suggest - "People who use math in their lives, their work". The children could make a beginning list and add to this list as they go through the unit.
2. Using SRA occupations kit or other material have children locate jobs that utilize math skills. How is math used in this job? What kind of math?
3. Encourage children to interview parents: How do they use math each day? or In their work?

(Children can prepare reports on the above two activities: reports may be oral, written or illustrated depending on teacher choice.)

4. Invite speakers to discuss how and why math is important to their lives and work: emphasize difference career-types: professionals such as bankers, accountants; also sales persons, stockkeepers, carpenters, etc.
5. Explore everyday uses of math: cooking, sewing, budgeting, buying at the store. Provide the children with opportunities to practice using math in these ways.
6. Have the children keep a list of ways math was used in an average "Day in the life of _____." (Let them decide what individual.)
7. Read books, view films and other media on uses of math and careers in math, or the l[illegible] of famous mathematicians.
8. Explore what life would be like if nothing could be measured, counted, etc.
9. Make field trip to a bank, an accounting office, a bookkeeping dept., a computer service or other math related work.

C. Time: Approximately two weeks.

D. Grouping: Varies with activities and approach taken to the unit by the teacher.

Resources for Teacher

1. School District Accountant: computer operator, etc.
2. Parents and other professionals with math related careers: banker, accountant, pharmacist, sales people, carpenters, etc.

Resources for Teacher

3. Parents and other non-professional who can indicate ways they use math in everyday life.
4. Items related to professional or non-professional use of math: For example:
    a. Measuring cups and cookbook.
    b. Price list (weight, cost of item via scales.)
    c. Checkbook
    d. Accountants ledger (simple example from a text)
5. Community resources: Bankers, Accountants, other businesses wherever math is used (almost any business).
6. SRA Work Kit
7. Careers in math posters

Media Needed

Select from films and filmstrips those which are math oriented. For example:

Films:
1. Percent In Everyday Life
2. Careers in the Building Trades
3. The Story of Weights and Measures
4. Boundary Lives

Filmstrip:
1. How Budgets Work

Evaluation

Objective #1:

Evaluation can be done formatively related to the report which each child makes (see pupil activities 2-3). The report should give evidence of the following minimum criteria:

1. The identification of at least one mathematics related career. (Ex: banker)
2. The ability to identify one particular area of math (or math skill) related to this career: (ex: percentages)
3. The ability to describe how to identify the skill or knowledge used in this career. (Ex: to figure interest on people's savings.)

THE COMMUNITY NEEDS EVERYONE: THE HANDICAPPED

Career Goal Statement

To become familiar with learning and career opportunities for persons with handicaps.

Performance Objectives

1. To make children aware of handicapped people in the community.
2. To discover how many such persons can learn to overcome or live with their handicaps (special schools, training etc.)
3. To meet or learn of handicapped persons who have made successful adjustments and who found satisgying careers.
4. To help children develop appropriate behavior and attitudes towards the handicapped.

Description of Unit

This unit is designed for use in 5th grades social studies (Silver: This Is Man - Unit 14)

Activities

Reading X　　Non-reading X

A. Teacher Activities:
   1. Select materials that illustrate various kinds of handicaps: blindness, deafmute, deafness, physical handicaps: crippled, chronic illness or disability; mental handicaps.
   2. Plan a visit to a school for the blind or the handicapped.
   3. Contact speakers or arrange to visit handicapped workers on the job. Have a blind person bring seeing-eye-dog to class.
   4. Select stories of persons who have lived and worked well with handicaps: Sister Kenny, F.D.R. Ray Charles, etc.
   5. Provide opportunities for children to learn:
      a. Some braille
      b. Some sign-language

B. Pupil Activities:
   1. Teacher may wish to introduce this unit in conjunction with unit 14 of the Silver Series, "This is Man".

Activities (Con't.)

2. You might introduce pictures or stories of some handicapped person to begin discussion:
   a. Do any of the children know someone who is crippled or otherwise handicapped?
   b. How did these people learn? Did they need special treatment?
   c. What kind of work can handicapped persons do in the community?
   d. Where, how do they get help?
3. As the unit develops, explore different kinds of handicaps, their nature, and how they are dealt with: draw upon appropriate resources, speakers, materials, visit schools for the handicapped, etc. (Children may need to learn that some handicaps are too great-for example: profound retardation.)
4. Provide opportunities for the children to gather information: groups of children might select a particular kind of handicap to report on:
   a. Describe this handicap.
   b. How it affects learning, work, etc.
   c. Report on some person in the community, (or famous person who overcame this handicap) What do they do? How?
5. Children are particularly fond of seeing-eye dogs. They would enjoy films or stories about these dogs, or benefit by a visit.
6. Let volunteer groups or individuals learn braille or sign language and demonstrate for the class.
7. With the help of professionals in working with the handicapped, explore and discuss the appropriate behaviors for persons around them. Help the children learn appropriate attitudes and behaviors. Where possible provide opportunities for practice.

C. Time: approximately two weeks.

D. Grouping: Whole group, small group and individual activities are included.

Resources for Teacher

1. Agencies in community contacted for speakers, visits, and materials: School for Blind, Goodwill Industries, Valley of the Sun School, Marc School for the Handicapped, Gompers Center and Perry Rehabilitation Center.

Resources for Teacher

2. Library books on famous handicapped persons, seeing-eye dogs, etc.
3. Sesame Street T.V. Program often uses sign language during programming.

Evaluation

Evaluation can be related to the report which each child prepares: booklet - dramatization etc. (See pupil activity #4). This report should give evidence that the child has achieved the following minimum criteria:

1. Has identified at least one handicapped person with a useful occupation in the community. (Statement of persons name and occupation.)
2. Can state the nature of this person's handicap.
3. Can briefly describe how this person has achieved despite this handicap.

STUDY OF SELF

Goal Statement

The goal of this unit is to help the child to gain a better understanding of himself, his environment, and his culture.

Performance Objective

Each child will be aware that he is a very important person with many conflicting feelings.

Secondary Objectives

1. Each child will be able to identify two abilities and weaknesses of human beings.
2. Each child will be able to understand the differences between his environment and his heredity.
3. Each child will be able to identify certain values which he feels are important.
4. Each child will be aware that he can change his habits.

Description of the Unit

This unit is for the fifth grade student. It is to be taught in connection with health.

Activities

A. Reading Unit
B. Teacher Activities:
    1. Prepare a bulletin board of baby pictures of the Class.
    2. Have pictures showing different cultures for the class to see.
C. Student Activities:
    1. Interview the parents concerning the family history. This is to be done by each student and put into their personal booklet.
    2. Have a discussion with the class concerning values.
    3. Each child will make a personal booklet which will include the following:
        a. Drawing of themselves.
        b. Description of their family life.
        c. Their likes and dislikes.
        e. Their good points and something that they would like to improve in themselves.
        f. Plan a daily schedure.
        g. What is their goals in life.

Approximate Time

This unit should take about two weeks to complete.

STUDY OF SELF (Con't.)

Resources Used

Your Health, Published by Laidlaw Brothers, cp. 1963, 5th grade, Chapter 1&2.

Man and Society, Published by Silver Burdett, cp. 1972, 5th grade, Chapter 1.

Evaluation

The main objective would be tested by a check sheet concerning themselves. It would be given at the beginning of the unit and again at the end. An improvement in their feelings concerning themselves should be noted.

1. This is the way I am:

	Nearly Always	About Half the Time	Only Now and Then
Brave			
Friendly			
Obedient			
Happy			
Enjoy School			

STUDY OF GRAPHS

Goal Statement
The student will be able to understand that the graph is one method of displaying data useful in many jobs.

Performance Objective
The student will be able to identify five careers which uses graphs.

Secondary Objectives
1. The student will be able to read a pictograph, a line graph, and a bar graph.
2. The student will be able to graph points on a line and on a plane.
3. The student will be able to make a simple line graph, bar graph and a pictograph.

Description of Unit
This unit is for the fifth grade student. It is to be taught in math, but may also be connected with social studies and science.

Activities
A. Reading unit
B. Teacher Activities:
  1. Locate a wide range of graphs from newspapers, magazines, and books.
  2. Provide graph paper for the students.
  3. Arrange interviews for the class with people who uses graphs in their work such as a nurse, a newspaper man, an insurance man, census taker and etc.

C. Student Activities:
  1. Discussion in class on the importance of graphs.
  2. Interview people in their neighborhood and see who uses graphs in their work.
  3. Work in the math book and learn how to read and make each type of graph.
  4. Practice making graphs with the records of the class. Example:
     1. Bar graph showing how many students took milk each day for a week.
     2. Pictograph on the number of book reports for each person in their row.

Enrichment Activities
1. They could make graphs for use in science. Example:
   a. They could make a line graph of the temperature for each hour of the school day.
   b. Compare the differences in plant growth by using graphs.

STUDY OF GRAPHS (Con't.)

Enrichment (Con't.)

2. Practice reading graphs in the social studies book.

Approximate Time

This unit should take about two weeks if you have math every dau for about 45 minutes.

Resources Used

1. New Dimensions in Mathematics, Published by Harper & Row, Copyright 1970, Grade 5, Chapterll.

Evaluations

An evaluation such as the following may be used. The children should match the graph to the user.

Graph A to User 4
Graph B to User 1
Graph C to User 2

PLANTS AND TREES AND THEIR RELATION TO THE ENVIRONMENT

Goal Statement

To make children aware of the importance of plants and trees in their life.

Career Theme

Awareness of the people who work in the area of plants and trees and their effect on the environment.

Unit

Plants and trees and their relation to the environment.

Disciplines

Ecology, economics, history.

Objectives

1. Have children categorize 10 trees from pictures and list each tree as to its economic, recreational, or aesthetic value to man.
2. Have children recognize the development of plants and the process of osmosis, new ways of growing plants and the necessity of new ways in relation to the environment.
3. Have children evaluate the beauty of trees and plants by doing an art project with an emphasis on the different aspects of shapes, sizes and colors.
4. Have children recognize that to maintain a safe environment we must have laws and rules in regard to boating, camping, hunting, and fishing.
5. Have children identify parts of plants.
6. Name 8 careers related to plants, trees, and environment.

Materials

1. Collect cans and bottles for reclamation (money to be used for landscaping project).
2. Visit nursery.
3. Visit hydro-culture plant in Glendale.
4. Make tent and grow hydroponic tomato plants.
5. Grow hybird tomato in soil.
6. Plant flowers at school.
7. Collect seeds, plants, leaves, bark for making flower arrangement.
8. Make leaf pictures.
9. Do a landscape project at school.
10. Visit lumberyard.
11. Field trip to Arboretum near Superior.
12. Field trip to Experimental Station at Tempe.
13. Field trip to Ranger Station.
14. Speakers:
    a. Florist
    b. Landscape Architect
    c. Soil Conservation Agent (U.S.A. Dept. of Ag.)

PLANTS AND TREES AND THEIR RELATION TO THE ENVIRONMENT (Con't.)

Materials (Con't.)

14. Speakers (Con't.):
    d. Safety (U.S.A. Dept. of Forestry)
    e. Recreation (City Parks and Recreation Dept.) or (State Dept. of Parks and Recreation).
15. Write poems or songs and draw pictures to illustrate.
16. Write a story about a camping trip.
17. Make Earth Day poster.
18. Write "Thank You" notes to speakers-encouraging creativeness and refer to things that impressed him.

Evaluation

1. Put 10 pictures of trees on the bulletin board and label 1 thru 10. Categorize each tree as to its economic, recreational, or aesthetic value to man.
2. Provide a picture of a plant and have children label 8 parts.
3. Match the career in Column A with the related item in Column B, placing the appropriate number in the blank.

A

1. Florist
2. Landscape
3. Forest Ranger
4. Logger
5. Recreationalist
6. Farmer

B

____1. fire tower
____2. water skiing
____3. bouquet of flowers
____4. shrubs and flowers
____5. lumber

4. Check the 5 Safety Laws that are necessary to protect our environment:

() 1. Be sure your camp fire is out by putting sand or water on it.
() 2. Never build a fire in the forest.
() 3. Always wear a life preserver when riding in a boat.
() 4. Anyone is free to hunt in the National Forests at any time.
() 5. Every person should learn to swim.
() 6. Although you can swim, it is not safe to swim alone.
() 7. Animals in the National Forests are protected by law.

WORKERS WHO BRING THE PAST TO US

Career Goal Statement

To develop an understanding of the problems of recording the past and to develop an understanding of the careers involved in preserving and recording the past. Also, to develop an understanding of other cultures, focusing on the (Indian Cultures) which are discussed in our text. These (Indian Cultures) are the Mayas, the Aztecs and the Incas.

Performance Objectives

1. The students will be able to define: geologist, historian, archaeologist, anthropologist, museum worker etc.
2. The students should be able to state reasons why these careers are valuable to mankind and to the people who are employed in them.
3. The students should know the importance of education to the above mentioned careers.
4. The students should know the similarities and differences of the three Indian Cultures. For example - in religious beliefs, in growing of crops, etc.
5. Students would comprehend that culture is a way of living and it has to be learned.

Description of Unit

This unit is designed for use with 5th grade social studies.

Activities

Reading X Non-reading X

A. Teacher Activities:
   1. Prepare materials: artifacts, films and filmstrips, library books, etc. illustrating past cultures. (Emphasis the work of those who study the past: the archaeologist diggings)
   2. Plan for speakers from museums, universities, historical society, etc.
   3. Plan for a field trip to museum, ruins, or similar historical site.
   4. Prepare art and craft materials.

Activities (Con't.)

B. Pupil Activities:

1. Students will divide into the three Indian groups, (Aztec, Inca, and Maya) and make a wall mural which portrays the way each culture lived.
2. Study and discuss related chapters in the S.S. text - 1 and 2.
3. Display an Indian Culture Kit in the classroom so the students may examine its contents.
4. Take an excursion to the Heard Museum and - or Pueblo Grande.
5. Show at least three films, on each of the Advanced Indian Civilizations.
6. Draw maps of the Western Hemisphere which shows where each civilization was located.
7. Place in a reading center in the classroom related books so students may have access to them.
8. Ask an archaeologist and geologist to come in and speak on their chosen profession.
9. Make a craft project that the Indians might have made in the past.

C. Time: Approximately two weeks.

D. Grouping: Vary with different activities from individual to whole group.

Resources for Teachers

Heard Museum, Pueblo Grande Museum, A.S.U. Dept. of Anthropology, A.S.U. Dept. of History, Historical Society, Anthropological Society; also the Social Science Textbooks, Library books, and National Geographics Magazine.

Media Needed

Film:
History in Your Community
Free Film:
How Will We Know It's Us?
Other selected films from District Catalogue.

WORKERS WHO BRING THE PAST TO US (Cont)

Evaluation

Test Item for Objective #2:

Essay Test

Write in your own words the reasons why you think these careers, (Geologist, Museum Workers, Historian, and Archaeologist) are valuable to mankind and to the people employed in these careers.

Test Item for Objective #3:

Multiple Choice

Designate the number of years of education usually necessary for each career by writing the correct letter on the line after each.

A. High School
B. Four years of college
C. College plus

1. Geologist__________
2. Museum Workers:
    a. guides_________
    b. curators_______
3. Historian__________
4. Archaeologist______

Test Item for Objective #4:

Essay Test

In your own words, write three short paragraphs describing the religious beliefs of each of the 3 Indian Cultures (Maya, Aztec, and Inca) which we have studied.

Suggestion #2 for Objective #4:

Test

Make three drawing illustrating how crops were grown in the Mayas, Aztec, and Inca Civilization.

SELF AND PEER RELATIONSHIP

Career Goal Statement

To provide opportunities for the child to gain self awareness, self-esteem, and better peer relationship.

Performance Objectives

1. The child can identify the person he really is - recognizing both his assets and his shortcomings.
2. The child can accept negative behavior in himself and in others.
3. The children can help themselves and each other to remedy their weaknesses.

Description of Unit

This unit is designed for use with intermediate children (4-6). This unit is really three mini-units of psychology and sociology which can be taught together or separately.

Activities

Reading X   Non-reading X

A. Teacher Activities:
   1. Prepare materials: SRA, forms on self-development, other films, filmstrips, stories, which illustrate development in different personality dimensions.
   2. The teacher should be observant of the kinds of problems or concerns which are relevent to the children. Role plays can be build around these particular kind of problems. (Or materials selected to work with the particular problems)
   3. The teacher should continuously be aware of opportunities to make contributions to the children's self-esteem: make comment regarding positive characteristics, compliment good behaviors.

B. Pupil Activities:
   Implementation for Objective #1:
   a. Students will write a booklet about themselves entitled "When I Look In The Mirror". The teacher will grade each positive response as 3, each neutral response as 2, and the negative responses as 1. The teacher will then add the scores for each sentence and divide the total by the number of sentences answered. She calls the resulting measure a self-esteem index and uses it to help identify the pupils who are high, medium, or low in the way they feel about themselves. The

SELF AND PEER RELATIONSHIP (Con't.)

Activities (Con't.)

teacher can use the knowledge gained to help in the selection of appropriate materials and guiding discussions.

b. Using the SRA kit "Focus on Self Development" or other appropriate pictures or media plan to have small group discussions on the assets and shortcomings identified.

c. Use stories, films, filmstrips which contribute to any of the needed personality characteristics.

Implementation for Objective #2:

a. Use bibliotherapy, role playing situations, positive teacher attitudes such as: We're not going to laugh at Joe's picture because that is what he knows how to do and that's fine. After awhile, Joe will know how to make a different picture; or, it's alright. All of us have times when things don't work out.

b. Role playing can be used as a pre-testing situation and for post evaluation. Real classroom situations may be used or appropriate made up situations. Example:

c. During a reading session conducted by a teacher aide, John was increasingly restless and repeatedly preoccupied. His book was always open to the wrong page, concentrating more and more on the pictures he was drawing on his trousers. When the aide tried for the fourth or fifth time to capture his attention, he responded sharply. The aide was about to retaliate when the teacher, who had been observing, intervened. The teacher suggests that the group role play for the whole class what has just happened. Everyone agrees, including John. The incident is re-enacted, with John playing the part of the aide while a classmate plays his part. John might manage to include certain peevish qualities in his characterization of the aide and the classmate might reproduce John's behavior. After the action and the initial comments by and about the actors, the teacher might ask the class to talk about why John has behaved as he did. The discussion includes speculation about John's mood this particular morning and its origins. Some might suggest that he had had a fight with his brother before school, others, that he hadn't had breakfast. (The teacher might notice that some of these

SELF AND PEER RELATIONSHIP (Con't.)

Activities (Con't.)

ideas apply more to the persons presenting them than to John.) The aide's mood and its possible origins also will come up for discussion.

d. The conclusion might be that John had not been ready to read and that the aide had been less accepting than usual. Both participants might accept the analysis, clearing the air, and John, the class, and th4 aide now have new insights.

Implementation for Ojbective #3:

a. Again using the SRA kit, "Focus on Self Development" students discuss how they can contribute in helping themselves and others overcome their weaknesses.

b. Use appropriate films, filmstrips, stories, bibliotherapy, and role play, and unfinished stories.

C. Time: Time is open-ended. It depends on how frequently the teacher chooses to provide these kinds of activities. One period a week throughout the year might be planned.

D. Grouping: Small group and whole class activities.

Resources for Teacher

SRA Kit: "Focus on Self Development"

Media Needed

Selected films, filmstrips on personal characteristics and interaction with other: see the district catalogue.

Evaluation

The evaluation for objective #1:

Hand back the students' booklets and ask them to add any more strengths and weaknesses they now recognize.

The evaluation for objective #2:

In selecting your simulation, be sure the second situation involves the same basic elements in order that growth may be determined.

The evaluation for objective #3:

Using the kit pictures________for pre-test and_________ for post test of similar situations determine if growth has occurred.

EARLY-AMERICAN INDIAN CULTURE AND ECONOMY

Career Goal Statement

To introduce a general knowledge and appreciation of the culture and economy of the North American Indians.

Performance Objectives

Pupils will exhibit specific knowledge of the North American Indians of yesterday and today regarding the following:

1. Pupils will be able to locate the geographic location of Indian Groups.
2. Describe how the location influenced their mode of living.
3. Develop an understanding that the early Indians had the same basic economic need as today--food, shelter, clothing, protection, etc.
4. Pupils will describe ways in which Indians utilized resources and skills and knowledge to meet his needs.

DESCRIPTION OF UNIT

This unit was designed for use in 5th grade social studies. It relates well to units on Arizona History or units on the Indian cultures in the U.S.A.

Activities

Reading X   Non-reading X

A. Teacher Activities:
    1. Prepare pictures, media, or real artifacts illustrating products, tools, processes of Indian economy.
    2. Prepare art and craft materials for children to make pottery, weave, sand painting, etc.
    3. Plan speakers, field trips to museums.

B. Pupil Activities:
    1. Display Indian pictures, books, pamphlets, and culture kits.
    2. Show various films, on Indians, culture, arts and crafts, etc.
    3. Organize tribes for group work. Children choose their own members. Each tribe elects a chief. Child explore the economy, tools, products processes their tribe.
    4. Make a large map of North America and each tribe will show their geographic location exploring how it affected the tribe style of living.

Activities (Con't.)

5. A field trip to a museum, Indian reservation, or ruins.

creative projects:
   a. Do a project on sand painting.
   b. Make clay pottery.
   c. Make a mural to show the life of different tribes of Indians. The children work in groups.

6. Class rports on their chosen tribe, chief, etc.
   a. Dramatization. Children pantomine Indians' occupation. What similar occupations do we have? How do we meet this need?
   b. Students make teepees, pueblos, wigwams, discuss the resources used, the tools and skills needed.
   c. Why is food preservation important? Make Indian Pemmican (the first lightweight camping or traveling food.)

Recipe for Modern Pemmican

Dried Beef	8 oz.
Raisins	8 oz.
Unroasted Peanuts or Pecans	8 oz.
Honey	2 tsp.
Peanut Butter	4 tbsp.
Cayenne Pepper	3/4 tsp.

1) Cut all fat from beef, then cut into thin slices. Dry in oven at lowest temperature, and door open slightly until meat will break or crumble.
2) Pound meat into power or grind using an elctric blender.
3) Add raisins, dried blueberries, chopped dried apricots, peaches, pecans, and peanuts.
4) Heat honey and peanut butter to soften it. Blend into the mixture, add the cayenne pepper and make sure it is worked thoroughly through the mixture.
5) If you want to go completely natural, pack into sausage casing, or put into plastic tie bags.
6) Keep in a dry, cool place. Pemmican will keep indefinitely.

7. Have pupils make a dictionary of the new or important words used in the unit. Arrange in alphabetical order. Illustrate words when possible.
8. Arrange an exhibit of Indian picture writing. Let the children try to write a sentence using symbols.

C. Time: Approximately two weeks.

Activities (Con't.)

D. Grouping: Varys by different activities:
  1. Whole group discussions
  2. Media
  3. Small group - art projects, etc.

Resources for Teacher

1. Textbooks
2. Library books
3. National Geographics and other magazines
4. Local museums and Indian artisans

Media Needed

Select appropriate films and fimstrips from Media Catalogue when needed.

Evaluation

1. Make a map of North America. Label each reservation with a number. Pupils will match the name of the tribe with the correct location, given a list of tribes.
2. Select 5 examples of Indian economic activities. (pictures):
   a. Making a teepee
   b. Preserving food
   c. Making pottery
   d. Hunting for meat
   e. Picture writing

A. The children will find or draw one corresponding picture showing a modern technological way the same activity is carried on in the society.

B. The child will be able to state the need being met.

C. The child will be able to state one difference in the kind of tool, skill, or resource used (past and present).

ADVERTISING UNIT

Career Goal Statement

Given the understanding of the basic psychology of advertising and consumerism, the children should have confidence in their abilities to make economic decisions and evaluate necessity, convenience and luxury.

Performance Objectives

1. Be able to recognize various ad techniques used to entice people to buy.
2. Be able to apply knowledge of ad techniques to actual use.
3. Be able to discern which ads give valuable information to help decide on purchases.
4. Be able to distinguish whether product being advertised is a necessity, a convenience, or a luxury.
5. Understand the psychology or what prompts people to buy certain things.

Description of Unit

With a top group the following group of ads may be used effectively.

Be able to recognize various ad techniques used to entice people:

A. Good names - Tensions and worries disappear after using product.

B. Creating Mood - Feel cool drinking pop when ad shows girl in bathing suit in a snow storm.

C. What's New - Be the first in your neighborhood to own--or new ingredients added.

D. Plain Folks - Next door neighbor uses it, or "just like Mama made".

E. Don't Be Left Out - Everyone who knows what is good uses it, or "jump on the bandwagon and be like everyone else".

F. Famous Person - If a famous person uses it, maybe you will too.

G. Statistics - Nine out of ten dentists recommend sugarless gum.

H. Humor - A man is shown taking an upset stomach tablet while his wife concocts new and atrocious meal.

I. Public Image - The maker of a product is really interested in the well being of the people.

ADVERTISING UNIT (Con't.)

Description of Unit (Con't.)

2. With a slow group a somewhat easier and smaller list of ads must be used that are more readily recognized. These are some suggested ads:

A. Creating a Mood - Feel cool drinking pop when ad shows girl in bathing suit in snow storm.
B. Experts Endorse - A doctor recommending an aspirin.
C. What's New - Be first in your neighborhood to own-or new ingredients added.
D. Special Offer - Coupon, contest etc.
E. Everybody Does It - Everyone else is so you should too.
F. Happy Family - If you use this product you'll make your family very happy.

Activities

1. Reading X Non-reading X
2. Discussion of a bulletin board displaying ad techniques and whether the product really makes one into what the ad claims.
3. Play a tape of T.V. and radio ads and have children practice recognizing the techniques used.
4. Children bring in ads that have used these techniques.
5. Discuss meanings of necessity, convenience, and luxury.
6. Assign three T.V. commercials to be watched at night and reported on the next day as to:
    A. What type of technique was used?
    B. Did ad give any valuable information that could be used to decide on a product to buy?
7. Listen to a radio station break for ads and use the same criteria as in activity 6.
8. Children bring product that they bought through advertising, (toys in cereal boxes) and discuss whether the item was actually as represented in the ad. Determine also, which of the three categories the item fits into.
9. Investigation of claims made by advertising, via a telephone survey of experts to determine their preference, if any, of products relevant to their profession, i.e., dentists and toothpaste.
    A. Class compiles a list of products and professional people, and divides into groups of 4 or 5, each group taking a product.

Activities (Con't.)

- B. Using a telephone book, children find the name of a professional person (expert) connected with the product. They write the name and phone number of the person.
- C. Class determines content of interview and procedure.
- D. Class makes certain that all 9 techniques and 3 categories are represented in the survey.

10. Several copies of the U. S. Government Consumer Bulletin will be used by the class to check on the validity of claims of ads. Children will compare similar products.
11. Children visit local ad agency to see ads being made.
12. Children will write and produce their own ads for different advertising media.

Materials and Media Needed

1. Bulletin board with illustrations of various techniques.
2. Types of advertising techniques.
3. Magazine ads.
4. Newspaper ads.
5. Television & radio ads.
6. Field trip to an advertising agency.
7. Billboards
8. Telephone Book
9. U. S. Government Consumer Bulletin

Approximate Time

The suggested time for this unit is approximately two weeks.

Evaluation

Here are two evaluations for Objective #2. First one may be used for evaluating a top group. The second evaluation may be used to evaluate a slow group.

ADVERTISING UNIT (Con't.)

Evaluation (Con't.)

Evaluation for the top group:
Put letter of ad in the blank next to name of the technique.

____1. Good Name
____2. Creating a Mood
____3. What's New
____4. Plain Folks
____5. Don't Be Left Out
____6. Famous Person
____7. Statistics
____8. Humor
____9. Public Image

A. While John takes a tablet for his upset stomach, his wife plans a new menu of horrible food.
B. Yogi Bera eats Gloop Soup. Try it!
C. Man in Eskimo clothing pops out of a toaster exclaiming, "Super Heater will keep you warm as toast this winter"!
D. Caper Cake Mix tastes just like Mama baked!
E. All the kids on the block have Zoomy Bikes! Buy yours today!
F. Heady Aspirin has new ingredients to curl your hair as it stops your headache!
G. Drunchy Flakes cares about ecology. Return your empty box to be recycled!
H. All worries will disappear after taking one "Eternal Joy"!
I. Ten out of twelve dogs surveyed, prefer "Mutt Meal"!

Evaluation for the slow group:
Put letter of ad in the blank next to name of the technique.

____1. Creating Mood
____2. Experts endorse
____3. What's New
____4. Special Offer
____5. Everybody Does It
____6. Happy family

For the slow group it may be best to mount each ad on poster paper, assigning a letter to be placed at bottom of the poster. Have a ditto with the list of ad techniques distributed to each child. Show each ad to the class. Instruct the class to look at each ad and put letter at bottom of ad on poster on the blank next to the technique shown on ad.

SCIENCE AND TECHNOLOGY AFFECT THE WORLD OF WORK

Career Goal Statement

To give the children a broad view of the range of careers available because of scientific and technological advances.

Description of Unit

This unit is for 5-6th grade (or Jr. High). Material can be related to social studies or to science classes.

Performance Objectives

1. The children will be able to list specific scientific or technological advances that have given rise to numerous careers.
2. The children will be able to list specific careers brought about by scientific or technological advances.

Activities

Reading __X__ Non-reading __X__

A. Teacher activities:
   1. Prepare materials illustrating differences in science and technology, old machines and new, old techniques and new. Include examples of a variety of scientific and technological advances: medical, transportation, printing, communications, industry, space science, etc.
   2. Contact speakers and/or arrange field trips in advance.

B. Pupil Activities
   1. Using pictures, media etc. discuss the importance of scientific and technological progress to work.
   2. Have speaker from various fields of endeavor explain their careers.
   3. Take field trips to see people at work in various areas of technology.
   4. Show films and filmstrips related to careers.
   5. Use SRA program, WORK, widening occupational roles kit. (Focus on scientific and technological aspects)
   6. Study the classified section of the newspaper concerning jobs and business opportunities. (How are these jobs affected by science and technology?)
   7. Use the Encyclopedia of Careers and Vocational Guidance.
   8. Have the children try to find a person anywhere who is not affected by some form of modern technology such as electricity.

SCIENCE AND TECHNOLOGY AFFECT THE WORLD OF WORK (Con't.)

C. Suggested Time:
This unit can be taught in a block of time of about two weeks. Activities can also be broken up and related to various science or social studies units. (for example: added to science units on electricity, on medicine etc.)

D. Grouping: Vary grouping to different activities.

Resources for Teachers

SRA Program, Work kit, Encyclopedia of Careers and Vocational Guidance, newspapers, available textbooks, and library books.

Media Needed

Select from catalogue representative careers or films on work.

Evaluation

Place the number of the career in column A on the line in front of the invention in column B with which it would most likely be associated.

Column A

1. pilot
2. doctor
3. typesetter
4. lineman
5. astronaut
6. nuclear scientist
7. disc jockey
8. cameraman
9. auto mechanic

Column B

________electricity
________internal combustion engine
________radio
________x-ray
________printing press
________airplane
________rocket
________atomic energy
________television

GEOGRAPHIC EFFECTS ON WORK IN A COMMUNITY

Career Goal Statement

The economy of cities is influenced by their geographic environment and that economy of a community is related to the type of work that people do (in one place as opposed to another).

Performance Objectives

1. The pupil will be able to recognize and identify five major land forms of the earth's surface.
2. The pupil will be able to build a generalization relating the economy of cities to their geographic sites.
3. The pupil will experience helping and being helped by a learning partner.
4. The student will work cooperatively with others as a committee member.

Description of Unit

This unit is designed for use with 6th grade social studies. It combines with units on regional or community geography.

Activities

Reading X Non-reading X

A. Teacher Activities:
   1. The teacher should select materials which illustrate the kinds of work done in the various regions or communities being explored by the units of the text.
   2. The teacher should prepare similar materials which help the children explore work in their own community as partly a geographic effect.

B. Pupil Activities:
   1. Show and discuss the filmstrip "Landforms".
   2. Discuss working with partners. Stress the characteristics necessary to become a beneficial working partner.
   3. Working in pairs, locate major land forms on the Africa map. Locate Djenne and Timbuktu.
   4. From clay or salt and flour, construct physical relief maps of the major land forms. If time permits, construct a complete map of Africa. Paint and label cities of Djenne and Timbuktu, the Sahara Desert, Nile River, Ahaggar Mountains.
   5. Read the related materials from the sixth grade Silver Burdett social studies book. Trace Caille's journey on the map of Africa.

GEOGRAPHIC EFFECTS ON WORK IN A COMMUNITY (Con't.)

Activities (Con't.)

6. Divide class into three groups and on a committee basis, discuss the three portions of the journey made by Caille. Examine especially the terrain, prosperity of the areas through which he traveled, the way the people earned their living.
7. Use the United States map and trace or draw five separate tracings of landforms of the United States. (hills, mountains, plains, valleys, plateaus)
8. Using a large physical map or overhead transparency, organize a game which will allow children to decide where they would build cities and why. Then looking at specific cities of the world, draw conclusions concerning city sites and their geographic locations.
9. Select four cities, one each to represent the concept of:
   a. a land city (Phoenix)
   b. a river city (St. Louis)
   c. a port city (New Orleans)
   d. a remote city (Crown King)

   Send to each for brochures on industries and jobs available. Use bulletin board displaying kinds of work associated with each type of city. Contrast types of work done in each city, population of the cities, and physical environment of each city.

C. Approximate time: three weeks.

D. Grouping: Varies with different activities.

Resources for Teacher

1. Basic texts
2. Geophysical maps of regions studied
3. Economic maps of regions
4. Library books on areas
5. National Geographics

Media Needed

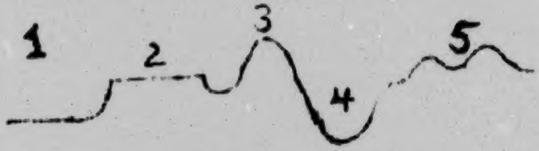
Films and filmstrips on regional geography and work in various places. (Make selection from catalogue by regions emphasized)

GEOGRAPHIC EFFECTS ON WORK IN A COMMUNITY (Con't.)

Evaluation

1. The drawing below shows five major land features of the earth's surface. Identify each by placing the number from the drawing in the proper blank.

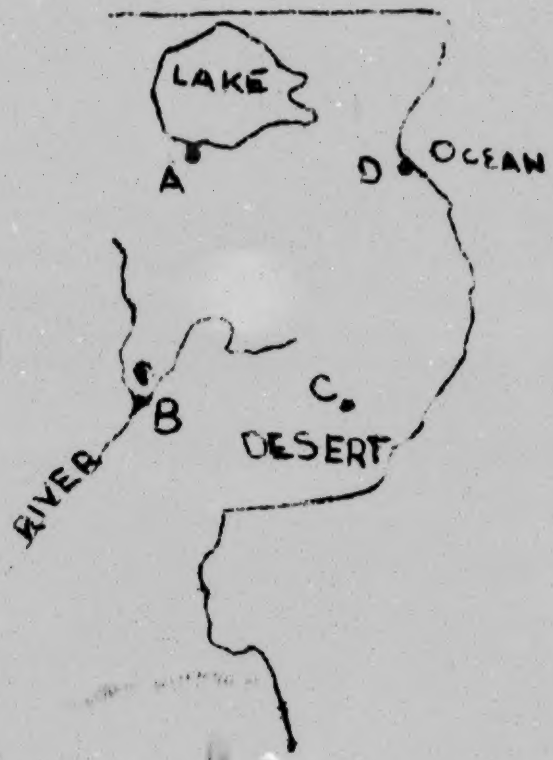
hills_______
mountains____
plains______
valleys_____
plateaus____



2. From the three pictures given, showing communities highly related occupationally to the environment (a fishing village, a mining town, a farm area), each child will write one generalization relating people, their work, and where they live. Write one or two sentences to do this.

3. The illustration shown below, represents four cities and their geographic sites. Check the one which most accurately represents the concept of a land city.

___________City A
___________City B
___________City C
___________City D



CAREERS IN GEOGRAPHIC REGIONS (U.S.A.)

Career Goal Statement

To understand four interdependent regions of the United States being unique producers of goods because of their geographical characteristics.

East - Manufacturing belt extending from Great Lakes to Atlantic; and great fishing banks off the coast.

South - Farming; cattle ranching; oil fields; manufacturing becoming more important.

Central - One of the world's greatest wheat growing areas; livestock farms; iron mining.

Northwest - Minerals; timber; fruits and vegetables irrigated by dams; ship and airplane building.

Performance Objective

Student should be able to display knowledge of how the four regions are economically interdependent (oil, wheat, automobile, cotton, citrus, etc.); and have knowledge of careers associated with many products.

Description of Unit

A fifth grade unit in conjunction with the study of social studies. One activity is related to the English curriculum with the writing of business letters.

Activities

1. Reading option X Non-reading X
2. Suggested Teacher Activities:
   a. Lead discussions, using relief maps, on regional-geographical differences in the United States and how these regions are the cause of many kinds of products upon which all regions depend.
   b. Present major products as to story, region, and associated careers.
   c. Order pertinent movies from producers or school A.V. catalog.
   d. Trace a local product to market and plan a field trip.
3. Suggested Learner Activities:
   a. Make product booklets with maps, pictures, stories, and lists of career associations.
   b. Write letters for information, to producers and state capitals.

4. Appropriate Time: This unit will cover many weeks - about 12 weeks. Introduce one product a week, as a new chapter to child's booklet, and as a special treat (one day a week).
5. Suggested Grouping: This unit should best be planned with average to higher groupings as it requires much discussion.

Enrichment Activities

1. Compare job want ads from newspapers from one large city in each region. (Sky Harbor International Airport)
2. Make a topographical relief map from papier mache.
3. "Candyland" type of game on product basis.
4. Shoebox dioramas.
5. Discussions, district films, field trips, and guest speakers.
6. Write letters (correlated with English) to Chambers of Commerce, State Departments, Federal Departments, and Industries (Standard Oil, General Mills, Hershey Chocolate) etc. for free classroom material -- See Educator's Guide to Free Classroom Materials --
7. Trace a regional product (Cotton, citrus, copper, sugar)
   Example - Cotton
   - Growth and Ginning - Field Trip
   - Spinning and Weaving - Write to textile mills. Order films.
   - Visit a product manufacturer - Grubers of Glendale, a drapery maker, etc.
   - Invite a retailer to talk about buying and selling - Malcolms, Wards.
   - Tie dye a T-shirt.

Resources for Teacher

Cutright, Jarolimek, King, Dennis, Potter, Living in the Americas, The Macmillan Company, New York, 1966.

Duplicating Booklet, Products of the United States, Hayes School Publishing Co., Inc. ($3.50) Purchased at "Teaching Tools", Wilkinsburg, Pennsylvania.

Educator's Guide to Free Classroom Material

District A.V. Catalog

Media Needed

Duplicating Book described above would be of great help to start children on own booklets.

Large wall relief map of the United States.

CAREERS IN GEOGRAPHIC REGIONS (Con't.)

Evaluation

Children learn regions as defined in Career Goal Statement. Regional products are needed in all regions of the country. Check the source region for each product:

Product	East	South	Central	Northwest
Corn				
Wheat				
Cotton				
Fish				
Oil				
Iron and Steel				
Coal				
Lumber				
Automobiles				
Citrus				
Sugar				

Comments on Unit

After writing the unit, our district adopted a new social studies book which did not apply to unit. Whereas the old Book MacMillan's Living in the Americas had much on regional products, the new book, Silver Burdett's Man and Society did not.

I covered the unit in a supplementary manner, using the Hayes Duplicating Book as described.

The children enjoyed making the booklet very much. As we finished each product we discussed and listed the careers associated with it in the children's booklets. When possible, I showed movies on the products and we discussed and listed the careers shown.

CAREERS IN GEOGRAPHIC REGIONS (Con't.)

Comments on Unit (Con't.)

Our local product did not work out when I found the cotton gins had a new policy and would not let children visit the gins,

We are now adding a new chapter to our booklets on sugar beet and Spreckle's Sugar in Chandler will give us a two-hour tour.

The Children wrote business letters and were thrilled with their replies. Many wrote several letters - motivated by the answers they received. Here the problem was to keep the materials for display as they wanted to take free material home as fast as they received it. Each gave reports on what they received and so shared it with class. They all expected to keep what they received so I couldn't keep material for another year.

I will review the regions and products at the end of the year and give the tests. I do not anticipate any problems with this.

A list of facilities that answered the children follows:

Jolly Time Popcorn - recipes.
Freakies - nothing.
General Mills - Recipe book.
E&H Sugar - Booklet on Sugar + offer of 22 min. film.
Carnation-map of world+where to get their products.
Lypton-booklet on tea.
Nestle's booklet+recipes.
State of Michigan-maps & booklet on state.
Milk Bones - nothing.
Durkees-Booklet on Durkee products, olives, gravy mixes, potato sticks, Fr. Fried onions.
Hayden Flour Mills-Sent box of cake mixes-also a booklet on flour milling with dragrams.
Blue Bonnet Margarine-Standard Brands (Story of margarine).
Hershey Choc. Cocoa Beans and booklet on how choc. & cocoa are made.
Morton Salt-poster (old ads) + booklets on salt.
Borden-booklet on product.
Proctor&Gamble - many booklets.
McCormick-booklets on spices.
Avon-booklet on how they make products.
Crayola Crayons - booklets.
Frito-Lay-booklet on how potato chips are made+dip recipes, letter from Vice-President.

FOOD RELATED CAREERS

Career Goal Statement

To understand the fantastic need of our large population for proper and plentiful food sources; and the multitudinous careers associated with the economics of food handling.

Performance Objective

The child should learn that choosing a proper diet is an individual responsibility and display knowledge of a range of careers associated with providing his proper diet. At least three relevant to each food-group.

Description

A fifth-grade unit in conjuction with health of science - concerning proper foods.

Activities

1. Reading option__X__ Non-reading__X__
2. Suggested Teacher Activities
    - a. Teach and discuss:
        - Why the body needs food.
        - The nutrients and their body use.
        - The Daily Food Guide.
    - b. Investigate availability of field trips relating to food production and distribution in area.
    - c. Have available, newspapers with food ads and magazines with food pictures.
    - d. Arrange surveys for children to use to question grocery managers and public relations men in relation to producers and wholesalers.
    - e. Supply maps of area and classified telephone directory.
    - f. Arrange speakers.
    - g. Order pertinent movies.
    - h. Borrow menus from area restaurants.
2. Suggested Learner Activities
    - a. Learn
        - Body needs for food.
        - Nutrients and their body use.
        - Daily Food Guide.
    - b. Take part in enrichment activities and discussions resulting from these.
    - c. Make a food booklet.
    - d. Contribute to a bulletin board.
3. Appropriate Time: About two weeks.
4. Suggested Grouping: Any class of students found in an average public school.

FOOD RELATED CAREERS (Con't.)

Enrichment Activities

1. Each individual makes a one day menu that would provide him with proper nutrients.
2. Each individual makes a one day menu with calorie count which would help him gain (or lose) weight.
3. Compile a class bulletin board exhibiting vitamin and mineral enriched foods - from ads or package faces.
4. Display ads from newspaper and discuss comparison shopping.
5. Display a large map of area. Make a key to illustrate food producers and distributors (Farmers, egg ranches, dairies, feeding lots, packagers, canners, restaurants, grocery stores, etc.)
6. Send small groups of children to neighborhood groceries and chart food wholesalers (Sunkist, Arnold Pickle, Cudahey, Spreckles). Individuals might volunteer to telephone public relation men and ask questions as to distribution of their products, etc.
7. Have a guest speaker speak on family budget. (Teachers' Credit Union will supply).
8. Have other speakers:
    - Parents with food related jobs.
    - Health department worker. (Restaurant ratings)
    - Federal Health Inspector (meat)
    - Dieticians from public gas or electric utilitiies.
9. Gather menus from various restaurants (Pizza Parlor, Hamburger Palace, Mexican Restaurant, Traditional Restaurant, Chinese Restaurant) and discuss relation between fun foods and balanced diet.
10. Go shopping with parents. Take along the one day menu made from (1) above and estimate the item cost and total for own family.
11. Show pertinent movies from school catalog or order in advance from companies.

Resources for Teacher

Texts:

Byrd, Oliver E., Jones, Edwina, Landis, Paul E., Morgan, Edna, Your Health, Laidlow Brothers, California, 1963.
Navarra, John Gabriel, Zafforoni, Joseph, Today's Basic Science, Harper and Row, California, 1963.
Educator's Guide to Free Classroom Material
Guide to Free Movies
School District A.V. Catolog
Telephone Book - Classified

FOOD RELATED CAREERS (Con't.)

Media Needed

Magazines for food pictures.
Newspapers for food ads.
Restaurant menus (local).
City Map - Neighborhood area in particular.
Telephone Book - Classified

Evaluation

Test One: Check the column under the body use for each nutrient.

Nutrients	Energy Builder	Body Growth & Repair	Chemical regulators of body processes
Carbohydrates	X		
Fats	X		
Proteins	X	X	
Minerals		X	X
Water		X	X
Vitamins			X

Test Two: Evaluation on ability to make a Daily Food Guide Booklet illustrating four food groups - using pictures from magazines. In a column to the right of each page should be listed at least three careers relevant to each food group. A fifth page in the booklet would list five careers common to all four. If pcitures cannot be found, it is permissable to draw and color same. Example:

Milk Group

Milk, butter, cheeses, ice cream, margarine, puddings, Dairies, cheese makers, ice cream plants and parlors, etc.
Veterinarians.

Meat Group

Meat, fish, poultry, eggs, beans, peas, nuts, peanuts,
Ranchers (meat, egg, poultry), fishermen, feedlots, etc.
Veterinarians.

Bread-Cereal Group

Breads, cereals, wheat, corn, rice, cakes, crackers, cookies, noodles, macaroni.
Farmers, cereal factories, bakeries, millers, etc.

Vegetable - Fruit Group

All types of fruits and vegetables.
Fruit orchards, citrus groves, vegetales farmers, frozen food processors, canners, insecticide sprayers.

Careers Common to All Four

Nutritionists, dieticians, restaurants, grocery stores, salesmen, food processors, canners.
Transportation: Truck, ship, train, air-freight etc.

THE ENVIRONMENTALIST

Career Goal Statement

1. To help students understand their interdependence with their environment.
2. To help students know that as human beings their actions and future actions can affect their environment.

Performance Objective

Pupils will be able to identify environmental problems associated with five kinds of technological types fo progress.

Description of Unit

Sixth grade, social studies unit, subject:
The environment and progress.

Activities

1. Reading ___X___ Non-reading___X__
2. Suggested Teacher Activities
   a. Arrange field trip.
   b. Provide storage bins for re-cyclable materials.
   c. Order films.
3. Suggested Learning Activities
   a. Build a model city for the future. City must demonstrate concern for the environment. City is to be made from re-cycled materials (cans, paint, screens, bottles, carton, etc.) Discuss career of city planners.
   c. Visit Talesin West or Solaries, both have architectual models fo future cities simular to the class model.
4. Approximate time
   Two weeks - about an hour or more a day.
5. Suggested grouping
   Heterogeneous, sixth grade.

Enrichment Activities

1. Students go on a picture taking tour of neighborhood assigned to take three pictures of something being done to improve the environment and three that do not.
2. Investigate careers which are concerned with air pollution, water pollution, solid waste disposal, noise measurement and control, radiation waste and pesticide control.
3. Have students interview their parents and/or other drivers to find out if they prefer to drive on a fast freeway or on city streets. Find out if they think freeways are beneficial to everyone and why.

THE ENVIRONMENTALIST (Con't.)

Resources for Teachers

Man in His Environment, Coca-Cola Co.

Media Needed

Films:

A Land Betrayed
The Little Monster
Oak Valley, U.S.A.
Wild River

Method of Evaluation

Place an X in front of the environmental problem caused by each of the following:

1. The super highway
   - ____A. Makes it easier to receive and ship goods.
   - ____B. Brings more cars and trucks.
   - ____C. Is safer than other types of roads.
2. The hydroelectric dam and reservoir
   - ____A. Cover land that could be used for homes, farms and ranches.
   - ____B. Prevent rivers from flooding.
   - ____C. Provide recreation areas for fishing, boating and swimming.
3. The airport
   - ____A. Enables people to travel quickly and easily.
   - ____B. Planes create noise.
   - ____C. Hire people to run it.
4. The high-rise apartment
   - ____A. Provides newer and better homes for more people.
   - ____B. Uses only a small amount of land for many homes.
   - ____C. Will make wildlife leave or die.
5. The wildlife preserve
   - ____A. Enables families to enjoy out-of-doors.
   - ____B. Guarantees a home for wildlife and fish.
   - ____C. Large number of people will increase litter.

CAREERS IN EXPLORATION AND DISCOVERY

Career Goal Statement

To study explorers and discoverers (a) their influence on the modern world, (b) their major accomplishments and (c) their attitudes and values. Also, to investigate some careers which incorporate the elements of discovery and exploration.

Performance Objective

Pupil should be able to recognize the elements of discovery when applied to a career.

Secondary Objectives

Pupil should be able to identify and give examples from explorers' lives for each of these traits: (a) courage (b) perseverance and (c) qualities of leadership. Both positive and negative examples will be accepted.

Description of Unit

Fifth grade social studies unit covering exploration and discovery.

Activities

1. Reading __X__ Non-reading __X__
2. Suggested Teacher Activities
   a. Collect materials, books etc. on Jacques Cousteau.
   b. Arrange to have a scuba equipment dealer present use of materials.
   c. Gather supplies, paper, paste etc. for a mural.

Suggested Learning Activities

Marine research, esp. underwater exploration is a type of present-day discovery in which students may someday be involved in. The following activities are related to the study of Jacques Cousteau.

1. Have children investigate the following problems:
   a. Does weather influence Cousteau's work?
   b. Can men dive or live in Artic waters?
   c. Can underwater exploration be conducted during storms?
2. Children should report their findings to the class.
3. Let children prepare a mural showing the various activities associated with under water exploration. Emphasize the value of co-operation.
4. Bring a scuba diving instructor to class as a guest speaker.
5. Discussion - The value of curiosity in motivating exploration. Also that it takes courage to try out or test inventions that could mean the difference between life and death.

CAREERS IN EXPLORATION AND DISCOVER (Con't.)

Approximate Time

One week of 45 minute periods.

Suggested Grouping:

Heterogeneous fifth grade.

Enrichment Activities

1. Aero-space exploration is a type of present-day exploration in which the students may some day take part. The following activities are related to the study of John Glenn as an explorer.
   a. Let children assume role of John Glenn or Alan Shepherd. Have them recreate a portion of the space flight, showing communication between the two.
   b. To understand the complexity of the preparations needed for a space expedition have each student choose one of the following to tell the rest of the class about. Tell who is involved and what instruments they use.

      Pre-tests
      Check-ups
      Endurance tests
      Post-tests
      Special diets
      Special clothing
      Recovery practice
      Ground crews

   c. Discussions - How many people's work is necessary to make a flight like Glenn's. Make a list.
2. Discovery and exploration are not confined to places, but reaches all phases of life. Exploration and discovery are parts of modern people and ideas. Have groups of students choose one of the topics listed below. Prepare a report and exhibit for the class. Tell who the explorers are in each and what they have discovered.
   (A) Progress in the field of Medicine.
   (B) Atomic Energy and Power.
   (C) Ocean as a source of food.
   (D) Air and water pollution.
   (E) New Means of Communication
   (F) Problems of Cities
   (G) Travel and Transportation
3. Field trip into Superstition Wilderness Area or White Tank Area. Call it an "exploration expedition". Appoint various pupils to assume roles of record keepers, map makers, etc.
4. Art is a valuable part of most people's lives. Mothers decorate their homes. Fathers landscape yards. Children make things for each other and their parents. How is art related to exploration and discovery? Art can be utilized in various ways to aid this unit. It can also be used as a culminating activity.

CAREERS IN EXPLORATION AND DISCOVER (Con't.)

Resource for Teachers

Explorers and Discovers, Allyn and Bacon, Inc., 1971
Cousteau, Jacques Yves, Captain Cousteau's Underwater Treasury
Cousteau, Jacques Yves, World Without Sun
Dugan, James, Men Under Water
Dugan, James, World Beneath the Sea
Sykes, Percy, A History of Exploration

Evaluation

Multiple Choice - Choose one

1. Ecologists are most likely to be explorers when they are:
   - A. Planting fish in a stream.
   - B. Counting elk in Yellowstone Park.
   - C. Investigating a burn area of a forest.
   - D. Running an anti-pollution campaign.

2. Astronauts, such as John Glenn, are most likely to be explorers when they are:
   - A. Practicing manuvers in an anti-gravity machine.
   - B. Putting on their space suits.
   - C. Testing re-entry methods.
   - D. Reporting to mission control on their radios.

3. Sociologists are most likely to be explorers when they are:
   - A. Talking to a drug addict.
   - B. Searching for causes of slums.
   - C. Working at a child center.
   - D. Placing children in foster homes.

4. Oceanographers, such as Jacques Cousteau, are most likely to be explorers when they are:
   - A. Harvesting elk kelp.
   - B. Driving a wind boat through the Everglades.
   - C. Riding a turtle.
   - D. Researching the home of the sea otter.

5. Zookeepers are most likely to be explorers when they are:
   - A. Experimenting with milk formulas for infant animals.
   - B. Recording the weight of a baby Bengal tiger.
   - C. Exercising a fawn.
   - D. Taking a group of children through the zoo nursery.

EMPLOYABILITY SKILLS OF THE NAVAJO INDIAN

Goal Statement

Opportunity for the Development and Understanding of the Traditional and Present-day Employability Skills of the Navajo Indian.

Objective

Identify and Describe at least two jobs requiring traditional and two modern skills of the Navajo Indian.

Secondary Objective:

Be able to compare the economic advantages and disadvantages for the Navajo in choosing a career requiring traditional skills or modern skills.

Description of Unit

This unit is for 5th grade designed for the student to learn about the jobs of the Navajo Indian, designating between the traditional and modern skills needed and to compare the economic advantages or disadvantages in choosing a career of traditional or modern skills.

Activities

1. Reading __X__ Non-reading __X__
2. Suggested Teach Activities
   - a. Sheepherding: Collect pictures for a bulletin board and show films and filmstrips of the Navajo tending his sheep.
   - b. Rug and Blanket Weaving: Research on method of weaving - making of yarn and dyes.
   - c. Silversmithing: Invite a store owner or manager who sells Navajo jewelry to speak about it.
   - d. Sand Painting: Research the importance of this art in Navajo life.
   - e. Field Trips: Heard Museum, Phcenix, Arizona, Gila River Arts and Crafts Center, Casa Grande, Arizona.
   - f. Invite a representative from Bureau of Indian Affairs to speak about the economic status of the Navajo Indians.
   - g. Oil wells and mining of the metals uranium and vanadium: Research and discover uses of their products and their importance economically.
   - h. Recreation Facilities: Contact the Navajo Council to inquire about the jobs for Navajos in businesses - motels, restaurants, gas stations, parks, and camping facilities.
   - i. Jobs on Santa Fe Railroads: Invite a representative from Santa Fe R.R. to tell about jobs done by Navjo Indians, such as, section gangs.

EMPLOYABILITY SKILLS OF THE NAVAJO INDIAN (Con't.)

Suggested Learner Activities:

1. Students may experience weaving, if a loom is available.
2. Students may make articles of clay, showing traditional form and design.
3. Students may bring in Navajo jewelry for display.
4. Students may experiment with sand painting.
5. Students may make a wall mural showing locations of oil wells and mines of uranium and vanadium.

Approximate Time

This unit requires 30 minutes per day for a two week period. If enrichment activities are used another week will be necessary.

Suggested Grouping

Divide the class into groups for Student Activities, such as: weaving, pottery making, and sand painting. If role playing is used, the group should be above average.

Enrichment Activities

1. Students could write the Navajo Council requesting the information concerning modern business ventures of the Navajo.
2. Role Playing: Enact a dramatization about a Trading Post in the 1800's showing bartering with the Navajo (value of his products and his pride in selling what he made because it was his best). Then enact the same dramatization showing modern transactions with the Navajo for his products. (Change in values and quality of product).
3. As an evaluative activity, have students write, record, or graph economically the jobs of the Navajo Indian of 50 years ago as compared to the jobs of the Navajo today.

Resources for Teachers

Bibliography

970.1 Baldwin, Bordon C., How Indians Really Lived.
970.3 Bluker, Sonia, The Navajo
970.6 Hofsinde, Robert, Indians at Home
970.1 Tunis, Indians
970.1 Ann Heriatage Chapter 33, The American Indian
970.3 Robinson, Dorothy, Navajo Indians Today
970.6 Hofsinde, Robert, Indian Silversmith
970.1 Hofsinde, Robert, The Indian Medicine Man
970.3 Haanum, Alberta Pie, Paint the Wind

Media Needed

1. A.V. Materials - films and filmstrips on sheepherding, weaving, silversmithing, and sand painting.
2. Pictures for showing sheepherding, weaving, silversmithing, and sand painting.
3. Culture Kit of Indians of Southwestern United States.

Evaluation

Place a check beside the correct choice:

1. Which one of the following jobs most likely requires traditional skills of the Navajo?
   _______waitress
   _______miner
   _______silversmith
   _______oil well digger
2. Which of the following describes the craft silversmithing?
   _______boiling herbs
   _______sifting dirt to obtain clay
   _______engraving in metal
3. Which one of the following pottery items would most likely be made by using the traditional skills of the Navajo pottery makers?
   _______water jar
   _______ashtray
   _______candleholder
4. Which one of the following industries are found on the present Navajo reservation?
   _______wheat growing
   _______coal mining
   _______automobile manufacturing

Essay question: Enrichment

5. Compare the economic advantages or disadvantages of the jobs of the Navajo Indian 50 years ago compared to the jobs of the Navajo today. (Use a checklist)

SOCIAL SCIENCES CAREERS AND AGENCIES

Goal Statement

To investigate the careers involved in Social Services pertaining to juveniles in the Community.

Objective

Student shall be able to define and discuss Social Science Services and list at least five careers involved and three agencies who help juveniles.

Secondary Objectives:

1. Student shall be able to identify people who may need the Social Science Services.
2. Student shall be able to define skills and education required for these careers and become aware of the agencies involved in Social Sciences.
3. Student shall be able to briefly explain the value of these careers in helping individuals and society-at-large.

Description of Unit

This unit is for 5th grade designed to investigate and learn about at least five careers related to Social Service Sciences. Simultaneously, to offer the opportunity for the student to evaluate human behavior, observing values and personal characteristics, and draw conclusions about those persons who need the assistance and guidance from the persons involved in the Social Services.

Activities

1. Reading Option__X___ Non-reading__X__
2. Teacher Activity
   a. Teacher shall prepare a list of careers involved in Social Services - e.g. sociologist, social worker, minister, counselor, psychologist, probation officer, judge, social caseworker, or any others who assist or work with these people.
   b. Teacher shall secure the names of agencies which can be helpful in discussing these careers - e.g. Welfare Department, Courts, Churches, Schools, Protective Services for Children, Family Services.
   c. Teacher shall contact representatives from above agencies or any others to talk to class.
   d. Teacher shall plan field trips to the juvenile court, traffic court, city hall, welfare agencies, or homes for juveniles.
   e. Teacher shall present the scientific method for Social Scientists to help Student with self-awareness as presented by SRA Social Science Laboratory-Unit 1&2.

SOCIAL SCIENCES CAREERS AND AGENCIES (Con't.)

Activities (Con't.)

f. Teacher shall prepare and present vocabulary for use in understanding behavior interaction.

Learner Activities

1. Student may prepare a notebook listing careers involved and prerequisites of education and training for such careers, doing research on their own whenever possible.
2. Students may participate in roll playing situations for behavioral interaction to stimulate value inquery. (Use SRA resource Social Science Material for examples.)
3. Students may participate in value inquery sessions to help evaluate behavior patterns of self or others drawing conclusions in a positive manner. (Depending on the maturity of children). (Use SRA Resource Social Science Material for examples.)

Approximate Time

This unit will need 45 minutes per day for a two week period. If enrichment activities are used an additional week will be desirable.

Suggested Grouping

This unit works best with children who can respond to discussion-group above average.

Enrichment Activities

1. Students may write and present dramatizations of situations to show how the Social Services Careers are important to the well-being of society.
2. Students may keep a log of their own behavior patterns to evaluate social situations.
3. Students may study the social Scientists' approach to behavior. (SRA)

Resources for Teachers

1. Community Agencies and Social Workers involved in Social Sciences e.g. Caseworkers, in Welfare Departments, Consultants and Psychologists in Schools, Judges in courts, and Consultants in Family Service Agencies.
2. Materials, such as pamphlets, available from such agencies,
3. Books on Social Work, Social Sciences:
   Readings in Curriculum, (Hass and Wiles); Public Affairs Pamphlets from U.S. Dept. of Health, Education, and Welfare, Social Casework Magazine; Public Affairs Pamphlets, 381 Park Ave., South, New York 10016.

SOCIAL SCIENCES CAREERS AND AGENCIES (Con't.)

Media Needed

1. Films and Filmstrips on Behavior and Guidance.
   a. Focus 3 - SRA Involvement (Kit with record, study prints and filmstrips)
   b. Values to Share, Learn and Live by (Steck-Vaughn) - 3 teacher edition books with emphasis on appreciation and awareness.
   c. Guidance films showing behavior situations with problem solving for Students e.g. The Clubhouse (List available in A.V. Manual)
2. Teaching, Social Work, Government (Harcourt, Brace) Set of 10 autobiographical folios with lots of pictures.
3. SRA Resource Social Science Units 1&2. - Teachers Manual, Records, Books and Workbooks.

Evaluation

Match the correct definitions with the careers and agencies by placing the letter beside the number.

(e) 1. Family Service
(c) 2. Social Caseworker
(g) 3. Psychologist
(h) 4. Protective Services for Children
(a) 5. Sociologist
(b) 6. Welfare Department
(f) 7. Judge
(d) 8. Counselor

(a) The person who studies the cultural effects on behavior.
(b) The agency which makes foster home studies and places children in them.
(c) The person who prepares case histories for adoption.
(d) The person who helps a student with scheduling in school
(e) The agency who helps families become aware of their possible solutions of problems.
(f) The person who has the authority to judge certain behavior.
(g) The person who is qualified to study and evaluate behavior patterns.
(h) The Agency who takes referrals about children who are neglected in family situations.

To the Evaluator:
Any given teacher may select any or all of the items on the test to teach on a specific basis.

CHANGES IN CAREERS (CIVIL WAR TO PRESENT)

Career Goal Statement

To make the child aware of the types of jobs important following the end of the Civil War and to be able to correlate the changes in nature and importance of these same jobs today.

Performance Objective

Name some occupations that were found in demand immediately after the Civil War that are still in demand today.

Other objectives:

a. Describe how these jobs have changed in the past 100 years.
b. List jobs that have lost their demand due to technological advancements.
c. List some jobs that were not available at the close of the Civil War.
d. Relate the importance or unimportance of five jobs in demand in the late 1860's.
e. Researching the history of particular jobs that have survived the technological age from the Civil War Era.

Description of the Unit

Levels: History, Sociology, Economics, Skills, Self, Attitudes and Values.

Activities

1. Reading X   Non-reading X
2. Teacher Activity:
   Texts: Impact of Our Past, McGraw-Hill; America, Its People and Values, Harcourt, Brace; Quest for Liberty, Field Publications Chapters on Civil War and Industrialization.
3. Check on Field trips, availability, numbers of students acceptable, prior writing for implement and machinery brochures, check on Films.
4. Student Activity:
   Write a research paper giving the history of a particular job that has survived the technological age from the Civil War Era. Answering the following questions:
   a. What is the History of the job?
   b. What technological advances has the particular job seen since the Civil War?
   c. Who worked this occupation immediately after the Civil War? Are these the same type of people presently working in this occupation?
   d. How does society regard this occupation?
   e. What were the financial rewards of this job immediately after the Civil War? What about today?

Activities (Con't.)

f. How have working conditions improved over the years following the Civil War?

g. What percentage of American workers were employed in this industry at the end of the Civil War as compaed with today?

Approximate Time

Approximately three weeks.

Grouping

Individualization to Medium Group 25-40.

Enrichment Activities

Films, Field trips to Pioneer Village, Arizona, Bayless General Store, an industry that has survived from Civil War times. A farm trip, slides shown.

Resources for Teacher

Textbooks listed earlier, available brochures to Museums and Manufacturing companies.

Media Needed

Films, slides, guest speaker and displays.

Evaluation

Testing Example:

___________Which one of the following jobs is still in demand today? (A) Overseer (B) Steam Locomotive Engineer (C) Farmer (D) Hand Cotton Picker

CHANGES IN WORK, WORKING CONDITIONS
AMERICAN HISTORY

Career Goal Statement

To help children realize how reform movements, labor laws etc., have changed work and the working conditions.

Performance Objectives

1. Students should be able to identify the general purpose of the following kinds of laws: Child labor laws, safety-standards laws, equal-employment opportunity laws, social-security laws, minimum-wage laws (and others as identified by teacher.)
2. The students should have explored the specific content of present laws: federal standards, state standards, comparing these to previous standards or conditions.
3. The student should be able to state why we have such laws, and why they are important to workers.

Description of Unit

This unit on economic awareness is designed for use in the 6th grade or junior high social studies related to U.S. History.

Activities

Reading X   Non-reading X

A. Teacher Activities:
   1. Prepare materials of an historical kind, illustrating past and present conditions relative to major labor laws. For example:
      a. past and present wage standards
      b. past and present child labor conditions
      c. past and present standards of equality (minority groups, women, etc.)
      d. hours worked past and present
   2. Plan speakers who are involved in the making or enforcing of labor laws: legislators, union representatives, factory safety inspector, social security director, etc.
   3. Have copies of present state and federal laws available (or a synopsis on the present laws)

B. Pupil Activities:
   1. When student arrive at various labor laws in their study of U. S. history they can be encouraged to make a study into the effects of such laws on work and working conditions. (The teacher may wish to build a single unit-exploring the whole question at once, or

CHANGES IN WORK, WORKING CONDITIONS
AMERICAN HISTORY (Con't.)

Activities (Con't.)

deal with different kinds of laws as they come up in history.)

2. Explore why such laws (a law) was felt to be needed. Do we still have such laws? What are the present federal, state standards? Explore history books, statistics, almanacs, laws to answer these questions.
3. How are such laws brought about? Changed? Enforced? Invite speakers to explain how legislation is made and put into effect.
4. Encourage each child to consider how his/her future work may be affected by the existence of such laws (a law). Pupils may respond by written or oral reports.

C. Time: approximately two weeks. (Also may be taught in sub-units.)

D. Grouping: Varies with activities.

Resources for Teacher

U.S. History Texts, U.S. Historical Statistics, U.S. Almanacs, (Past and present issues), materials from U.S. Dept. of Labor, and library books. Also use the Community Resource people: Legislators, union leaders, other worker representives, social security workers, safety engineers and employers.

Media Needed

Free Film: "Important events in American Labor History"

Evaluation

Read the conditions in column A - in Column B. Find the kind of law which deals with such conditions. Draw a line from the conditions (Col. A) to the related law (Col. B)

Condition A	Law B
1. Mr. Jones is 70 and ill. He cannot work anymore. So he has no money to buy food.	1. Child-labor laws.
2. Billy Brown, age 7, cannot go to school, he works all day in a factory.	2. Equal employment-opportunity laws.
3. At 25¢ an hour, Bill Smith cannot earn enough money to feed his family at the present cost of living.	3. Social Security laws
4. Poisonous gases in the air, at work, have put Harry Green in the hospital.	4. Safety-standard laws
5. Jim Black, a qualified engineer was turned down for a job because "We don't hire Negros".	5. Minimum-wage laws

HELICOPTER PILOTS

Career Goal

Students will develop an awareness of task related skills and employability skills involving Helicopter Pilots.

Performance Objectives

1. Develop an awareness of the various requirements involving task related skills and employability skills for Helicopter Pilots.
    a. Students will list at least three occupations using helicopter pilots. (i.e. crop duster, airline shuttle service, mail service, air rescue service, air evacuation medical service, ground traffic control.)
    b. Students will be able to identify at least four personal requirements for a helicopter pilot. (i.e. He must be calm, reliable, have ability to think quickly, be able to act quickly - especially in an emergency, must be neat in appearance, well mannered, and be at ease with strangers.)
2. Students should become aware of the approximate annual earnings of a helicopter pilot.
3. Students should develop an awareness of the occupational activity involving the career of a helicopter pilot.

Description of Unit

This is a unit developed for the sixth grade level for the purpose of investigating the task related and employability skills that would aid students in preparation for a career as a helicopter pilot and to develop an awareness of this career.

Activities

A. Reading option X Non-reading X
B. Suggested teacher activities:
    1. Acquaint self with career field of helicopter pilot through information gathered from Governmental Agencies, Professional Societies, Labor Unions and Trade Associations (see VI Resources #3 organizations this unit)
    2. Arrange for guest speakers from 302nd Air Rescue Squadron at Luke Air Force Base.
    3. Arrange for guest speaker from Air Evacuation Medical Unit in Phoenix, and KPHO-TV Traffic Reporter.

Activities (Con't.)

4. Obtain bulletin board and display materials from agencies listed in # VI-3.
5. Read and discuss SRA Occupational Brief (Helicopter Pilot)
6. Discuss with students the various occupations using helicopter pilots (see II la)
7. Discuss with students personal requirements for a helicopter pilot.
8. Show films Helicopter Carries the Mail, and Helicopters in the Grand Canyon.
9. Show Eyegate Career Education series of sound filmstrips - CE-65,64 and 70.

C. Approximate time: 1 week - 30 minute periods.

D. Suggested Grouping: No special grouping is recommended; however, the boys may be more interested in this career.

Enrichment Activities

Take a field trip to 302nd Air Rescue Squadron at Luke Air Force Base.

Resources for Teachers

1. Periodicals:
    a. Air Line Pilot
    b. American Helicopter
    c. Aviation Week and Space Technology
    d. Flying
2. References:
    a. World Book Encyclopedia, p. 164B
    b. Hook and Ladder Helicopters, Tozer, E., Popular Science, February, 1964.
3. Organizations:
    a. American Helicopter Society, Inc., 1414 E. 44th Street, N.Y., N.Y., 10013.
    b. Helicopter Association of America, 825 Dupont Circle Building, Washington, D. C., 30006.
4. Audio Visual Materials:
    a. Helicopter in the Grand Canyon - color.
    b. Helicopters carry the Mail - color - F1503.
    c. LT-22 - Listening tape and filmstrip.

Media Needed

1. Opaque Projector
2. 16mm sound projector
3. Filmstrip projector
4. Cassette tape player

HELICOPTER PILOTS (Con't.)

Method of Evaluation

Testing examples:

1. From the list below, identify at least 3 ovvupations that would be likely to use Helicopter Pilots. (Ground traffic control, Elementary school teacher, Deep Sea diver, Air Rescue Service, ambulance service, television reporters, and crop dusting.
2. From the list below, identify at least four personal requirements (employability skills) for a helicopter pilot. (He must be calm, be tall, be strong, reliable, be able to think quickly, be able to act quickly, have good sense of balance, and have a good knowledge of math.

GROUP DECISION-MAKING

Career Goal Statement

Students will be able to work together effectively, using group discussion, skills, to make decisions and solve problems.

Performance Objectives

1. Students will be able to organize themselves as a group.
2. Students will consider the information of every group member.
3. Students will take the responsibility to contribute to the group decision.
4. Students will respond to other contributions and will build on the ideas of others.
5. Students will be able to arrive at a group solution to a problem.
6. Students will be able to identify how these skills are necessary in representative careers and real-life situations.

Description of Unit

This is a decision-making unit for junior high students, it can be used in social studies or in language arts.

Activities

Reading___X___ Non-reading X____

A. Teacher activities:
   1. Prepare materials needed by groups to conduct decision making games: slips of paper with instructions to group members, etc.
   2. Prepare sample role-plays of group interaction. (scripts for playing):
      a. A group that can't get organized.
      b. A group where contributors are ignored.
      c. A group where no one will contibute.
      d. A group that can't make a final decision and stick to it.

B. Pupil Activitites:
   1. Getting acquainted game - Each group member goes to the board, writes his name and tells the group his name and describes himself. He might include such things as hobbies, after-school activities, interests, likes, dislikes, etc. Then conduct a contest to see who can remember the most names.
   2. Organizing group - game - Each group will calculate the average height in feet and inches

Activities (Con't.)

of their group. Follow-up:

a. What problems were there in organizing?
b. What did group choose a leader - a good math student, tallest person in group, etc.?
c. What responsibility did each member have?
d. How could the group solve the problem faster the next time?

Second try - each group solves a riddle.

3. Recognizing value of all contributions - game - Each group member is given a slip of paper that contains one clue that will help the group solve a murder mystery. The group may organize itself in any way it wishes. However, members may not pass their clues around or show them to anyone else. They may not leave their seats. All sharing of clues and ideas must be done verbally. The group must find the murderer, the weapon, the time of the murder, the place, and the motive. Follow-up:
   a. How was time lost in getting organized?
   b. What problems arose because some didn't present their clues?
   c. Were all members included in solving the problem? Etc.

Second try - (If needed)

4. Taking responsibility to contribute - game - Each group is given a question to discuss about which every student will know something from his own experience: for example, "How do teenagers spend their free time?" Every member must contribute and each must contribute in random order, not just in order around the circle. Follow-up:
   a. How did group decide in what order students were going to speak?
   b. How were the more reluctant members encouraged to contribute? Etc.

Second try - Questions might be: "What is the best program on TV?" or "In what way could our school be improved?"

5. Responding to contributions - game - Topic to be discussed - "Should grades be eliminated?" Call on one student to give his opinion. When he has finished, ask another student to respond to speaker.
   a. He must look directly at speaker #1 and tell

Activities (Con't.)

him in what ways he agrees or disagrees with his opinion, but he must not simply tell the group what his own opinion is. After the speaker #2 has responded to speaker #1, ask another student to respond to speaker.

b. Continue until every member has responded.

Follow-up:

1. Were there any times when a member ignored the previous contribution and presented a new idea?
2. What is the likely cause of failing to respond to previous ideas? Etc.

Second try - Topic - "Should a citizen ever disobey an unjust law?" Give each student a chart of the pattern of interaction for the group. Each student will be listed with the type of contribution he must make. Example: Bill starts discussion by giving his opinion. Tom responds to Bill, indicates whether he agrees or disagrees and why. Debbie responds to both Bill and Tom but gives no new idea. Kevin introduces a new idea - his opinion etc., etc.

6. Arriving at a solution - game - The "Lost on the Moon" game, devised by Jay Hall, University of Texas School of Business Administration. This game will require the use of all the skills learned in order for the group to solve the problem. Follow-up: In addition to the "Follow-up" questions from other games that would be valid here, you may ask such things as:
   a. How did the group go about dealing with conflicts and disagreements?
   b. Which members felt they had to give in to group opinion?
   c. Was this good or bad? Etc.
7. Real-life application - How does your student council decide on a dress code? How does the Little League organization run the Little Leqgue?
8. Career application - Present students with career/life situations such as: A doctor, lawyer, and a teacher are on a committee to compile information and suggestions on "Smoking and Your Health". What skills must the doctor, have besides his medical skills in order to do this task? Ask the same for the other members. Have the children discuss how the group might

Activities (Con't.)

use some of the decision-making processes/skills which they have been learning.

(Games taken from Learning Discussion Skills by Gene and Barbara Stanford, Citation Press.

C. Time: three weeks.

D. Grouping: small group activities and whole group discussions.

Resources for Teacher

Books:

1. Learning Discussion Skills, Gene and Barbara Stanford, Citation Press.
2. Last on the Moon Game, Jay Hall, Univ. of Texas

Evaluation

1. Evaluation for activities 2-5 will be teacher judgement as to the more effective use of the group process involved, comparing the "first try" to the "second try".
2. Presented with a real-life or career group situation each child will be able to write one reason why such a group might need:
    a. To know how to get organized.
    b. To value the contributions of all members.
    c. To have contributions from all members.
    d. To know how to make a decision/arrive at a solution.
3. Prepare selected children to do four role plays of groups that lacked ("very badly") one of the studied group process skills. Role plays:
    a. A group that can't get organized.
    b. A group where several people get completely ignored though they try to contribute.
    c. A group where leader keeps begging for contributions which no one will make.
    d. A group that can't make a final decision and stick with it.

Test:

Remaining children should be able to correctly diagnose the groups problems and suggest appropriate corrective behavior.

ADVERTISING: JUNIOR HIGH LANGUAGE ARTS

Career Goal Statement

Students will be introduced to the basic concepts in advertising and discover how it influences buying habits.

Performance Objectives

1. The students will be able to describe at least four careers related to the advertising world.
2. The students will be able to recognize at least eight of the sixteen types of advertising appeals by viewing a specific ad of the types on the overhead projector.
3. The students will be able to tell how ads are used to influence their buying habits by personal experience.
4. The students will give an example of the use of language and psychology in advertising in a specific ad seen by them on television or heard on radio. They must name the ad and relate why it is appealing to them.

Description of Unit

This unit is designed for use in junior high language arts.

Activities

Reading X   Non-reading X

A. Teacher Activities:
   1. Prepare Handout sheets (see samples)
   2. Have sample ads (bulletin board) which illustrate each of the "appeals".
   3. Arrange with art/AV, etc. for pupils to make ads.
   4. Have speakers: people in advertising.

B. Pupil Activities:
   1. Language arts students are divided into groups at random. They have been asked previously to bring in examples of two magazine ads. Each student is given an "Ad Appeals Sheet". The students will then use these sheets to determine by group discussion what types of ads each member has brought in. At the end of the class each group reports back to the class as a whole relating what they have discovered about the ads.
   2. On the following day, pass out sheet II. This is to be done individually as an outside assignment. The students report back to their groups. Pass out sheet III. Explain group

Activities (Con't.)

task carefully. The teacher may provide the very basic materials necessary, but the students themselves must provide any extra needs. Caution the groups to choose a product that can be cheaply produced, packaged, and sold. The product need not be so realistic as to actually be used. It is the interest created by the advertising and promotion that is important. In the past, students have packaged mud pack, square eggs and gummy cereal.

3. Allow about one week for students to write and produce the ads. I required one television ad, 1 radio ad, and 1 magazine ad. Any other ideas, such as direct advertising, are optional.
4. At the end of the unit the students present their products at a sales day assembly. The other groups in other classes are the buying audience. I made fake dollars and placed envelopes at the bottom of each magazine ad in a large display. The students voted by buying or spending their dollars in the desired envelope. The winning group won a small ad award.

C. Time: two weeks.

D. Grouping: Whole group discussions, individual and small group assignments.

Resources for Teacher

Handout Sheet I

One of the most effective modern methods of communication in the United States today is the method of advertising. You see advertising when you watch television, read magazines, ride down the highways and sometimes when you sit in the classroom. A study of advertising is a study of a dominant feature of the world around you. It is also a good introduction to the problems of our consumer society. Also, a study of advertising can help you to understand the literature that you read because it involves a sophisticated use of language and psychology.

You have been asked to bring in ads from magazines. The terms below will help you to determine just what type of ad you have. What was the ad agency trying to appeal to? Below are 16 various types of ad appeal. Become familiar with them.

1. STRAIGHTFORWARD ADS - What the product is, what it does,

Resources for Teacher:

Handout Sheet I (Con't.)

how much it costs, where you can buy it. Many newspaper ads are of this type, not trying to influence the reader, only giving him information. (Is this approach most honest?)

2. SPECIAL OFFER - The viewer is offered a money-saving coupon, a free prize, or a chance to win a contest. Many states have restrictions on these offers, and the federal government has investigated some of the contests. (It is better to buy a product because you know it is good, or to buy it because you get something with it?)
3. EYE APPEAL - A photograph shows how good a product looks, in order to suggest how good it tastes, smells or feels.
4. HAPPY FAMILY APPEAL - The message used to sell cleaning products and foods is often: "Your family will be healthy and strong and happy if you use this product. Show how much you love your husband and kids by shining your floor with this wax."
5. AN EXPERT SAYS - An expert in a particular field will endorse a product. Dr. Spock says.....
6. FAMOUS PEOPLE SAY - The endorsement of a product by a celebrity is a very old and popular advertising device, playing of the viewer's desire to identify with someone famous. (Do baseball players really know more than anyone else about razor blades?)
7. BANDWAGON APPEAL - The message is "our product is so good that everyone buys it. You should too." (If a product is popular, does that necessarily mean it is good?)
8. SNOB APPEAL - This is a kind of reverse of the Bandwagon appeal, with the message, "Buying our product will make you better than anyone else - especially since other people can't afford it." (If a product is more expensive does that mean that it is better?)
9. YOUTH APPEAL - These ads sell products to people who are young, or who wish to be young, suggesting that the product is for young people. Rock music and the latest slang are often used in these ads.
10. SYMBOLS - As in other literary forms, a symbol in advertising is a quick way to get a message across: "White Tornado" may suggest how fast a liquid can clean.
11. SOMETHING NEW - Something new can be added to a product to make it better, or to make it sound better. (Are the magic ingredients in a product necessarily new or unique, or is it a come-on?)

Resources for Teacher (Con't.)

Handout Sheet I (Con't.)

12. HUMBLE APPROACH - By admitting that your product is not the best, or is not the most popular, you can attract attention to your ad, and you can help convince the viewer that you are doing everything that you can to make your product better.
13. STATISTICS - Often a good way to sell a product. When you see this type of advertising, ask these questions: How are these surveys carried out? Can you trust the company that manufactures the product to give honest results? Would a company show a survey that showed unfavorable results?
14. PUBLIC SERVICE - Some products are advertised as causing less damage to the environment than others. Sometimes the company tries to win favor by the good things that it does, since the viewer may want to do business with a company that cares about its employees.
15. SEX APPEAL - Used to sell the strangest products - even mufflers for cars. (Why is it more effective to advertise soap as a way to be pretty and popular than to get one's face clean?)
16. HUMOR - Away to make people have good feelings about a product, or at least to get them to watch or read the ad. Some humorous ads have become famous, although their effectiveness in selling rpoducts has been questioned.

Handout Sheet II

Using your Ad Appeals List, decide on a type of appeal for each of the products below. Discuss the best approach or approaches for each of the products listed below. On a separate sheet of paper, draw an ad or create an ad for one of these products. If you write a radio script, state who is speaking and use the dialogue form.

1. tennis shoes
2. shoe polish
3. cold capsules
4. a baby-sitting agency
5. lipstick
6. a television set
7. a candidate for mayor
8. toothpaste
9. gum
10. panty hose
11. an electric drill
12. mouthwash

Resources for Teacher (Con't.)

Handout Sheet III

Product Creation Advertising

In order that you may practice the verbal skills that you have been using and studying, and to allow you to learn more about the social framework of manufacturing - advertising - buying procedures, you will have a chance to put them to work. Each of the groups now formed can develop an imaginary product and enact the various roles in merchandising it.

Each group will manufacture a product, create advertising for this product, advertise it, try to sell it to other groups, and then poll other groups to find out how effective they have been. You may assign these tasks to various group members, or you may go about the tasks as a group.

First agree on a product, a company name and the fun begins.

Manufacturer:	As the manufacturer and staff, decide what your product will be. Decide on what you will charge for it. Decide to whom you will sell it.
Advertising Agency:	This agency will create the layouts. You will use the various members of your staff to create the radio ads, the television ads and the magazine ads necessary for the sales promotion of your product.
Artist:	The artist will work closely with the advertising agency in deciding what the ad will look like.
Motivational Researcher:	These people often construct questionaires and television and telephone polls and tabulate answers to discover what the public really wants in a product.
Copywriter:	The writer has to make several decisions about the best way to advertise a product, and then come up with an effective, creative idea.
Pollsters:	Advertisers often hire firms to find out how effective their ads have been. You could have students do a public-opinion survey to determine which student-made ads are best.
Media Man:	As the media man, you must decide what media to use and how best that your agency may use each of the media.

Resources for Teacher (Con't.)

Handout Sheet III

Keep your product simple, and keep your ads in line with your packaging.

At the end of the unit, we will have an advertising trade fair. At this fair you will be given a chance to display the ads you have created and your products to the other groups. Through the polls and the product "sales" you will be able to see which group has had the most effective advertising of their product.

Other Resources

1. Sample Ads:
    a. Newspaper ads
    b. Magazine ads
    c. T.V. ads
    d. Radio ads
2. Bulletin Board Space
3. A display table for "Products" which pupils advertised.
4. Art Materials: poster, lettering (Art Teacher may assist)

Media Needed

1. Audio/Video equipment for children to made ads.
2. Radio or T.V. to view ads in class and discussion.
3. Reproduction equipment

Evaluation

Objective #2:

Using an overhead projector, show 16 pre-selected ads (one for each of the type of appeals.) Pupils should be given a sheet with a listing of the appeal. Pupils write the number of the picture shown on line next to the appeal used.

EXPLORING ARIZONA'S ECONOMY

Career Goal Statement

To explore some dimensions of Arizona Economy: population, kinds of employment, economic growth, retirement, public assistance, etc.

Performance Objectives

1. To explore a range of occupations available in Arizona, utilize resources such as: newspapers, yellow pages, employment office information, statistics, etc.
2. To explore the relative importance of vaious sectors of the economy: number of persons employed in various jobs, income from various jobs; for example: agriculture, industry, etc.
3. To be familiar with the size and growth of Arizona's population, and economic characteristic of that population: in the labor force - employed/unemployed, women and children, retirees, on public assistance, etc.
4. To explore Arizona's large retirement population and its relationship to the state's economy.
5. To explore various kinds of public assistance: old age, blind, disabled, ADC., unemployment, etc., and the effects of such assistance on the economy.

Description of Unit

This unit is designed for use in Junior High Social Studies. It is focused on Economic awareness.

Activities

Reading__X___ Non-reading___X___

A. Teacher Activities:
   1. Prepare charts showing relevent statistics on Arizona's economy. (See attached resources for teacher, for some ideas)
   2. Have available materials on jobs and job opportunities in Arizona: yellow pages, newspapers, state and private employment agency materials.
   3. Select books and media on Arizona's economy.
   4. Have materials available on Arizona's retired population: plan for speakers, other contacts with retiree organizations, etc.
   5. Have materials, speakers, etc., on various kinds of public assistance. Visit social service agencies, etc.

Activities (Con't.)

B. Pupil Activities:

1. Present statistics on growth of Arizona's economy: Discuss - What is the effect of growth on Arizona's economy? Present statistics on growth in personal income, etc. Use historical books, pictures etc to study growth and change of Arizona's communities.
2. Explore who is working in Arizona, and the kinds of work done. Use the yellow pages, newspapers, employment bureau information, etc. (Individual and group work is suggested when preparing reports). Present statistics on labor force:
   a. How many Arizonans work?
   b. Who is not included? Why? (Pupils should realize that some half the population are non-working women, men, and children: 16 or under, retirees, houswives, disabled, etc.)
   c. What jobs do workers do? Explore categories of employment: number of workers in the kinds of jobs, etc.
   d. Use films, filmstrips, field trips, and other resources to explore the kinds of work done in Arizona.
   e. Explore the relative importance of the different categories: agriculture, mining, government, ranching, etc.
   f. Explore growing areas of the economy - What areas will be the jobs of the future?
3. Have statistic and information on retirees in Arizona. Invite speakers to discuss retirement, lifestyle, activities, problems of retirement, etc. Visit Sun City. Visit old-age or retirement homes, etc. (Here again, teacher may wish to make a general presentation to the whole class and then encourage individual or small group study and reports)
4. Explore unemployment and public assistance:
   a. Who falls into these categories? Why?
   b. What economic provisions are made for persons in these categories? Why?
   c. Visit agencies or invite speakers who can provide valid information on these subjects. Visit veterans hospital, school for blind or disabled etc. (Again, combine whole group discussions with individual and small group study and reporting)

EXPLORING ARIZONA'S ECONOMY (Con't.)

Activities (Con't.)

- C. Time: approximately three weeks.
- D. Grouping: Large and small group, and individual activities.

Resources for Teacher

1. Statistical Abstracts
2. Valley National Bank - Reports on Arizona Economy
3. Yellow pages of Telephone Book
4. Articles, ads, want ads
5. Persons and materials from employment agencies, social service agencies, business and industry.
6. See attached statistics

Some statistics on Arizona's economy:

1. Population Growth:
   - a. "Actual" - 36% increase
     1. 1960 population - 1,302,000
     2. 1970 population - 1,771,000
   - b. "Project"
     1. 1980 population - 2,164,000
     2. 1990 population - 3,523,000
2. Employment:
   - a. Civilian labor force (approximately) 720,000 persons.
   - b. 1971 employment in non-agricultural industries:

	Persons
1. Manufacturing	89,000
2. Wholesale and Retail Trade	133,000
*3. Governement	129,000
4. Services	98,200
5. Transport and Public Util.	31,000
6. Finance, insurance, real es.	33,000
7. Contract const.	44,000
8. Mining	21,000
	577,000

*Breakdown of some governement employment

Category	Employed
1. Education	46,000
2. Hospitals	4,500
3. Highways	6,400
4. Police and Fire	5,900
5. Public Welfare	1,100

3. Unemployement - 1971
   - a. Number: 32,000 persons or 4.5% of labor force

Resources for Teacher

b. Benefits paid 1971 - $20,000,000.

c. Average weekly benefit $46.39 per claimant.

4. Agriculture

a. Number of farms 1969 = 5,890

b. By value of products sold:
Sales of $2500. or more = 4,252 farms
Sales of $2500. or less = 1,638 farms

c. Farms by kind of product (with sales of $2500. or more):

1.	Grain	231
2.	Cotton	649
3.	Field Crops	41
4.	Vegetables	136
5.	Fruit and nuts	503
6.	Dairy	177
7.	Poultry	64
8.	Livestock	1718
9.	General	566
	Total	4252

5. Social Security and Retirement - 1971

a. Social Security: Number of Benefit Recipients

1. Retired Workers and Dependents 147,200 recipients.
2. Survivor 53,000 recipients

b. Amount of Benefit Payments

1. Total $296,600,000. for state of Arizona
2. Average for retired worker $144.86 monthly.

6. Public Assistance - 1971:

	Category	Recipients	Monthly Aver. Payment
a.	Old Age Assistant	13,600 individual	$ 72.00
b.	ADC Families	17,900 families	120.00
c.	Aid to the Blind	500 individual	?
d.	Disabled	9,700 individual	80.00

7. Personal Income Growths:

	1960	1971
State Dollar Total	$2.7 Billon	$ 7.2 Billon
Per Capital State Income average	$2032. per person	$3871. per person

EXPLORING ARIZONA'S ECONOMY (Con't.)

Resoruces for Teacher

Other statistics can be found in:
Statistical Abstract of the U.S. - 1972
U. S. Department of Commerce
Statistics
Bureau of the Census

Media Needed

Careers in Phoenix (Starlight Faculty Filmstrip)
(Select films and filmstrips on Arizona)

Evaluation

Test: (Sample Items)

1. Arizona's present population is closest to:
(Check closest answer)
a. 1 millon__
b. 2 millon X
c. 3 millon__

2. The number of people employed in Arizona is closest to:
(Check closest answer)
a. 1 millon X
b. 2 millon__
c. 3 millon__

3. Which of the following persons are counted in the Civilian labor force? (Check those included in the labor force)
a. agricultural workers X
b. Children under 16 years of age______
c. Business owners X
d. Salaried workers X
e. Retirees______
f. Unemployed persons looking for work X

4. The percentage of unemployment in Arizona is closest to:
(Check closest answer)
a. 1%
b. 5% X
c. 10 %

THE POLITICAL FUNCTION

Career Goal Statement

To explore careers in politics and the importance of politics to future life as a citizen.

Performance Objectives

1. Students will be able to identify at least four political jobs.
2. Students will be able to state one need or laws and government.
3. Students will be able to identify at least four employability skills for a politician.
4. Students will be able to identify at least four task related skills for a politician.
5. Students will learn about the election process associated with the political career by participating in class election.

Description of Unit

Primarily a unit based on the theme of careers for the purpose of acquainting students with the various careers involving politics. Secondary themes are: skill - process of making and understanding rules and laws, developing leadership qualities, developing public speaking ability, and awareness of qualities for social acceptance.

Activities

A. Reading option X

B. Suggested teachers activities:

1. Obtain materials from both party campaign headquarters.
2. Make a list of occuPations associated with politics.
3. Plan a class room election involving nomination process, campaign, primary election and general election. Set up sufficient offices so that as many students may participate as possible.
4. Study Silver Burdett text, *Man and Change*, Unit four, chapter 8-11.
5. Involve students in search for news items in periodicals concerning elections.
6. When timing is appropriate - plan a field trip to a local campaign headquarters.
7. Discuss with class - the need for rules and laws, the process of making laws and how we change government. (ref. text chapter 10 - pp.250-262) (Lesson #1 page T18 - Motivational Techniques)
    a. Display and discuss the Declaration of Independence.
    b. Organize a field trip to the courtroom.

Activities (Con't.)

C. Approximate time: 10 periods of 30 minutes.
D. Suggested Grouping: No special grouping needed.

Enrichment Activities

1. Have a guest speak to the class.
    a. Preferably one holding a public office.
2. Display mock-up of a voting machine.

Resources for Teachers

1. Silver Burdett Text, Man and Change.
2. Junior Scholastic magazines - 1972-73.
3. Current News Publications:
    a. Daily newspapers
    b. Time Magazine
    c. Newsweek Magazine
    d. U.S. World News Report - 1972-73
4. Films:
    a. Africa Awakens - 20 minute - color
    b. Government - 13 minute - color
    c. Mans Government - Filmstrip - Encyclopedia Britanica Education Corp.

Media Needed

1. Film strip projector
2. Movie projector

Method of Evaluation

Testing examples:

1. Identify at least four occupations that are political careers.
2. List four activities that preceed the voting in the process of an election.
3. Identify four skills (personal) that would be most helpful to a politicians' career.

EMPLOYABILITY: PERSONAL CHARACTERISTICS

Career Goal Statement

To make the child aware of his personality and personal characteristics that will make him better able to obtain employment.

Performance Objective

Each child will be able to recognize five personality and personal characteristics needed in obtaining a job.

Other objectives:

1. Identify socially acceptable behavior such as honesty, integrity, sociability etc.
2. Identify and analyze own characteristics such as sociability, personal hygiene, health.
3. Recognize the importance of relating well to all groups.

Description of Unit

This unit was developed for use in Junior High in addition to social studies. This unit can be used in any areas where careers and attitudes and values are explored.

Activities:

Reading X Non-reading X

Teacher Activities

Might contact guest speaker from employment agency, office manager, construction foreman, or anyone that might be involved in hiring personnel.

Learning Activities

1. Have children read materials available on self awareness.
2. In large group discussion build a list of characteristics that would be helpful in obtaining a job.
3. In large group discussion build a list of characteristics that would hinder getting a job.
4. Have a guest speaker that would be responsible for hiring personnel.
5. Show films to group:
   Job Interviews - Three Young Men
   Job Interviews - Three Young Women
6. Compare what guest speaker and films brought out as far as a desirable and undesirable trait.
7. Set up job-interview role playing
8. Critique these interviews on basis of previous lists.

EMPLOYABILITY SKILLS
YARD AND GARDEN

Career Goal Statement

The student will be able to care for his home yard and garden and have the basic information, attitudes and skills necessary for successful participation in a work-experience program.

Performance Objectives

1. The student will state the need for growing plants in his environment.
2. The student will explain what growing plants contribute to his environment.
3. The student will identify the parts of a plant.
4. The student will conduct experiments to find what is necessary for plants to grow.
5. The student use the methods developed by man to help plants grow.
6. The student will be able to recognize, name and use the basic hand gardening tools.
7. The student will be able to recognize, name, service and use safely the major power gardening tools.
8. The student will be able to assist the district yard maintenance crew to care for the school yard and will be responsible for the yard care at his home under the supervision of his parents.

Description of Unit

This unit was developed for TMH students as a part of the pre-vocational class work at CASP School. The basic requirements were adapted from the DOT. This unit could be used with EMH students of the older level and with junior high students. Students who have completed this unit satisfactorily should be able to earn thier spending money doing neighborhood yard work.

Activity

Reading______ Non-reading X

Teacher Activities:

The teacher should have written permission from each parent or guardian for the students to participate in this unit. She will need the cooperation of the administration and the school yard-maintenance staff.

EMPLOYABILITY: PERSONAL CHARACTERISTICS (Con't.)

Enrichment

1. May also use an application form to accomplish the idea of close examination of self.
2. Have guest speakers that will discuss some of the qualifications of their particular occupation. Example: Doctor, fireman, policeman, teacher, etc.
3. In large group discussion let children mention different occupations and tell about different personal traits that are necessary for these occupations. Afterwards form groups to discuss and determine at least five different occupations.
4. From these use one occupation and write a paragraph telling why you feel you are suited ofr the occupation. The SRA occupation kit might be used at this point.
5. Have field trip to large office where workers have to work in close range. Bring out in preparation before field trip how the cooperation of each individual is necessary in order to accomplish given jobs. Try to relate field trip to show that group works as a team.

Resources for Teachers

Most of the employment agencies and employment security commission will send representatives.

SRA Junior Guidance Services

Some of the state adapted textbooks.

Approximate time: 1 week (without enrichment activities)

Media Needed

Films:

1. Job interview - Three Young Men
2. Job interview - Three Young Women

EMPLOYABILITY: PERSONAL CHARACTERISTICS (Con't.)

Method of Evaluation

Written tests:

Part A) Based on what you have learned, would the following characteristics be important or unimportant in finding a job, for succeeding at a job? (Check your answers)

	Important	Un-important
1. Health record		
2. Hygiene habits (grooming)		
3. Thoroughness (dependability)		
4. Honesty (integrity)		
5. Self-control		
6. References and records (from school, & others)		
7. Sociability		
8. Enthusiasm		
9. Intelligence		
10. Job-skills		

Part B) Select 5 of the above characteristics which you checked as important. Briefly explain why that characteristic would be important in getting or keeping a job.

(Criteria for evaluation: Part A) As a minimum expectation each child should identify at least five of the listed characteristics as important.

Part B) The pupil should be able to express at least one reason for believing the characteristic to be important.)

YARD AND GARDEN (Con't.)

Teacher Activities (Con't.)

The following materials, supplies and equipment are needed:

Landscape magazines
Mail-order catalogues
Potting soil
Pots
seeds
Baby-food jars
Film projector
Hedge trimmer
Wheel barrow
Compost area
Spreader
Garden hose w/sprinkler heads
Fertilizer

Set hand gardening tools
Power mower
Gasoline
Power edger w/extension cord
Shovel
Bake (yard and lawn)
Garbage Can
Plastic can liners
Lopping shears
Pruning shears
Prunning saw
Approved pesticides

General classroom instructional supplies

Learning Activities

1. Find and make a scrapbook of pictures cut from magazines which show before and after landscaping.
2. Each student will find and put into the scrapbook pictures which show the use of plants and their products.
3. Each student will pull a weed from the school yard, study and label the parts.
4. Each studetn will plant marigold seedlings in the following madia and compare the results after eight days. Media: sand, water, potting soil, field dirt, rocks. Pots containing each put in direct sunlight, dark room and open classroom.
5. Each student will bring materials for building compost from home and the class will develop a compost area in the school yard.
6. The students will take responsibility for the watering of the school lawn.
7. The students will study pictures of hand gardening tools from the catalog, name them and tell what each is used for.
8. The students will practice using the hand tools in the school garden.
9. The students will learn the parts of each power tool and watch the school staff with each one.
10. On a one to one basis, each student will learn to operate the power gardening tools.
11. The students assume responsibility for the care and maintenance of an area 25'x25' of the school yard and the upkeep of the garden plot.
12. Each parent will receive a check list of skills in which the student has been trained. They are asked to check off each one as their child performs the task at home.

YARD AND GARDEN (Con't.)

Instructional Time

The amount of time needed to teach this unit will vary according to the ability levels: TMH - 8 weeks, EMH - 6 weeks, Jr. High - 4 weeks. The general information areas of this unit can be taught to the class as a whole, but when teaching the correct and safe use of both the hand and power tools better results are obtained on a one to one basis.

Enrichment Activities

1. Field trip to Encanto Park maintenance shops.
2. Field trip to cotton farm and gin.
3. Plant a garden on the school yard (25'x25').
4. Have the students work with the district yard maintenance staff.
5. Guest speakers from a nursery, Maryvale Garden Club, U.S.D.A. Extension Service.
6. Field trip to the Japanese Gardens on Baseline Road.

Teacher Resources

References:

The Book of Knowledge, P. Vol. 15, pp. 282-323.
Plant Life, Milne, Louis and Margery
(Available at Borman Jr. High)
Sears Catalog.
Agricultural Bulletins, U.S.D.A.

Media Needed

Equipment: 16 mm. projectors, Individual filmstrip viewers, Cassette tape recorder, filmstrip projectors.

Films and filmstrips: Refer to the media listings.

Evaluation

All evaluation is on an individual basis, using teh check-list format. (See the following page for detail).

YARD AND GARDEN MAINTENANCE
Check List Evaluation

STUDENT NAME ____________________ DATE __________

EVALUATOR ____________________

OBJECTIVES	YES	NO
1. Tells need for living plants in their environment.		
2. Tells what growing plants contribute to the environment.		
3. Identify the parts of a plant.		
4. Tells what plants need to grow.		
5. Tells how man helps plants to grow.		
6. Names basic hand gardening tools.		
7. Uses correctly and safely basic hand gardening tools.		
8. Names basic power gardening tools.		
9. Uses correctly and safely power gardening tools.		
10. Assists the district yard maintenance crew in the care of the school grounds.		
11. Assists parents in the care and maintenance of the home yard and/or garden.		

COMMENT:

HOUSEKEEPER - HOUSEMAN TRAINING UNIT

Goal Statement

The students will possess those basic skills and knowledges necessary for them to show, by performance, entry level skills and requirements into the general maintenance services of institutions, motels, and hotels.

Performance Objective

The students will be able to perform entry level skills in the following tasks:

1. Clean carpets, rugs and upholstered furniture using a vacuum cleaner, brooms, and shampooing machine.
2. Clean rooms, hallways, lobbies, lounges and lavoritory using the correct equipment and supplies.
3. Wash walls and ceilings with proper precedure.
4. Turns matresses safely.
5. Sweeps, mops and scrubs floors by machine and hand.
6. Waxes and polishes by hand or machine.
7. Washes windows.
8. Polishes metalwork.
9. Collects, receives and stores soiled linens.

Unit Description

This unit was developed from requirements for house-cleaners, houseman as listed in the D.O.T. and designed as a part of the curriculum for the pre-vocational class at CASP, a TMH school. It could be used with older groups of EMH students and for hands-on work experience classes at the Junior High level.

The teaching time required would vary according to the competency level of the students using it. Suggested times for the TMH would be six to eight weeks, one hour per day; EMH, four to six weeks, one hour per day; Jr. High, two to four weeks, one hour per day.

Activities

Reading _____ Non-reading ______

1. Teacher Activities:
   The teacher must have the following list of materials and equipment available:

Completely equiped janitors cart
Electric vacuum w/attachments
Electric polisher-scrubber
Cleaning supplies
Bed w/sheets, blanket & pillow w/cases

10 lbs. sawdust
4'x8' sheet plywood
Vinyl tile samples
Carpet square samples
Carpet rake

HOUSEKEEPER - HOUSEMAN TRAINING UNIT (Con't.)

Activities (Con't.)

The teacher must be able to explain and receive the cooperation of the custodian and the administration to use the restrooms and school plant for practice purposes and guidance for the correct methods for cleaning.

In addition to the above materials and equipment, the teacher must have available film projectors, large sheets of paper, masking tape, mail order catalogues, pencils, crayons and other traditional classroom materials.

Learning Activities

1. The student will identify and describe orally or pictorally the following pieces of equipment:
    a. Common household corn broom.
    b. Common plastic household broom
    c. Common straw bristle whisk broom
    d. Heavy-duty or cement broom
    e. Twenty-four inch push broom
    f. Eight inch straw bristled utility brush
    g. Toilet bowl brush
    h. Johnny-mop and pads
    i. Twenty-four oz. cotton string wet-mop head
    j. Twenty-four inch utility oiled dust mop
    k. Feather duster
    l. Household utility dustpan and commercial lidded dustpan
    m. Cannister and upright vacuum cleaners w/attachments
    n. Manual carpet sweeper
    o. Electric waxer-polisher w/attachments
    p. Shag carpet rake
    q. Waste baskets and napkin disposal units
    r. Dust cloths, sponges, pails
    s. Maintenance carts
2. The student will be able to identify by visual, or tactile means the following supplies:

Floor wax
Furniture wax and polish
Stripper
Insecticide
Disinfectant
Deodorant blocks
Rug shampoo
Metal polish
A Spray deodorant

3. After instruction the student will demonstrate sanitary procedures for cleaning a bathroom.
4. After instruction the student will demonstrate how to lift and carry objects weighing up to 40 pounds with safety.
5. The student will be able to sweep clean an area (36 sq.ft.) covered with sawdust with a corn broom.
6. The student will be able to sweep clean an area (36 sq.ft.) covered with sawdust with a utility push broom.

HOUSEKEEPER - HOUSEMAN TRAINING UNIT (Con't.)

Learning Activities (Con't.)

7. The student will sweep clear 50 ft. of sidewalk with a heavy duty utility push broom.
8. The student will be able to scrub clean a 6 ft. by 6 ft. area of ceramic tile using tile cleaner and an eight inch utility brush.
9. The student will be able to remove and replace the cover on a 24 inch utility dust mop.
10. The student will be able to put on and remove both plastic and rubber gloves correctly.
11. The student will be able to scrub and rinse the cafeteria floor using a 24 oz. string mop, bucket and wringer.
12. The student will be able to dust books and ceramic figurines with a feather duster.
13. The student will be able to dust and polish the bookshelves with polish and dust cloths.
14. The student will be able to remove and replace the bags on both types of vacuum cleaners (upright & canister)
15. The student will demonstrate the correct procedure for vacuuming the classroom carpets.
16. The student will be able to shampoo the classroom carpets using rug shampoo and the correct cleaning appliance.
17. The student will be able to strip, scrub, rinse, wax and polish the vinyl practice area using the correct supplies and equipment. (5'x5' vinyl covered plywood)
18. The student will be able to set up the cafeteria tables and chairs using the correct procedures with safety.
19. The student will be able to return all supplies and equipment to correct storage area when finished with task.
20. The student will be able to explain to the instructor the importance of maintenance employees to the welfare of society and the career possibilities of such employees.

Learning Activities Implementation

1. Tear apart old, worn household broom. Discuss material used and how constructed. Make minature brooms using dowels, twine and old broom straws.
2. Tear apart a household plastic broom. Discuss likenesses and differences in construction with the above. Compare results.
3. Compare a whisk broom construction with that of the household broom. Note length of handles and bristles.
4. Sweep a carpet with the utility broom, carpet sweeper and a vacuum cleaner. Check results in each different area with a clean white cloth. Comapre such results.
5. Compare bristles of a household broom with those of the push broom. Wet both brooms then pull each across the floor, compare the individual strokes for closeness of bristle path.

HOUSEKEEPER - HOUSEMAN TRAINING UNIT (Con't.)

Learning Activities Implementation (Con't.)

6. Compare and distinguish between an eight inch utility brush, toilet bowl brush, hand and nail brush, and a back brush (bath). Check bristle length, strength and size.
7. Draw grids on cafeteria floor. Have students walk grids then follow them with household broom, push broom and wet mop. Repeat this until pattern is established then remove grid lines and have student clean the area with the correct pattern with out gaps or misses. (Put grids on floor with paper tape).
8. Practice holding dust pan between feet and sweeping into pan. Next have student hold dust pan with one hand and broom or dust brush with the other and sweep into the pan.
9. Learn names and use of all vacuum attachments then use them to clean the different areas in the school where they are applicapable.
10. Practice placing plugs into outlets and removing them correctly - grasping the plug itself not the cord.
11. Plug in electric waxer-polisher, turn it on and have student observe and hold it correctly, then release grasp and observe what happens. Change pads. Clean tank. Fill tank using a funnel.
12. Compare structure and size of waste containers and napkin disposal units. Practice emptying them into receptacles without spills.
13 Learn the exact meaning of the words poison, inflammable, explosive, combustible, and corrosive. Find them on the supply containers. Demonstrate improper use when possible.
14. Have student demonstrate different scrubbing motions on paper with a crayon. Left to right. Right to left. Top to bottom. Bottom to top.
15. Sprinkle pencil shavings on a white paper. Dust one-half with a feather duster the other with a dust cloth. Compare results.
16. Have the student practice stooping with bent knees and touch the floor with both hands without losing balance.
17. Have the student lift pre-weighed boxes of increasing weights from a bent knee position to an upright position. Maximum weights will vary with the size and age of the student.
18. Have each student make a scrapbook of maintenance tools and supplies with pictures cut from catalogues.
19. Ask the cooperation of the housekeepers or custodians not to clean the plant for two days. Take pictures of the result and discuss with each student his impressions of the importance of maintenance employees.

HOUSEKEEPER - HOUSEMAN TRAINING UNIT (Con't.)

Enrichment Activities

The students will assist the school-custodian in after school maintenacne tasks. A field trip will be taken to Del Webb Towers to observe the crews in an apartment complex. Field trip to ahospital to observe the maintenance services.

Teacher Resources

School custodian
District supervisor of buildings and maintenance.
Maricopa County Parks and Recreation staffs.
Carson Esther O., *Training the Custodian's Assistant*, Alemeda County Schools, Hayward, Calif., 1962.
Science Research Associates, *Helping Youth Choose Careers*.

Media

Safety and Electricity
We Use Power
Man and His Tools
Helpers in Our Community
Energy and Work
Force
Friction
How An Electric Motor Works

Evaluation

All evaluation is performance based and should be handled by someone other than the teacher. The school custodian or a parent experienced in the areas to be tested would be best.

Individual records are kept on a check list form. As the student accomplishes each task the evaluator marks the task completed. The markings are either acceptable or unacceptable and the time the student took to do the task is recorded, also.

Students Evaluation Check List

Students Name________________ Date______________

Task	Accept.	Not Accept.	Time	Date	Evaluator
(Example:)					
Names all equipment on janitor's cart	X		20m.	3/4	M. Jones